R E P O R T R E S U M E S

ED 018 942 EF 000 880

ARCHITECTURE FOR ADULT EDUCATION. A GRAPHIC GUIDE FOR THOSE WHO ARE PLANNING PHYSICAL FACILITIES FOR ADULT EDUCATION.

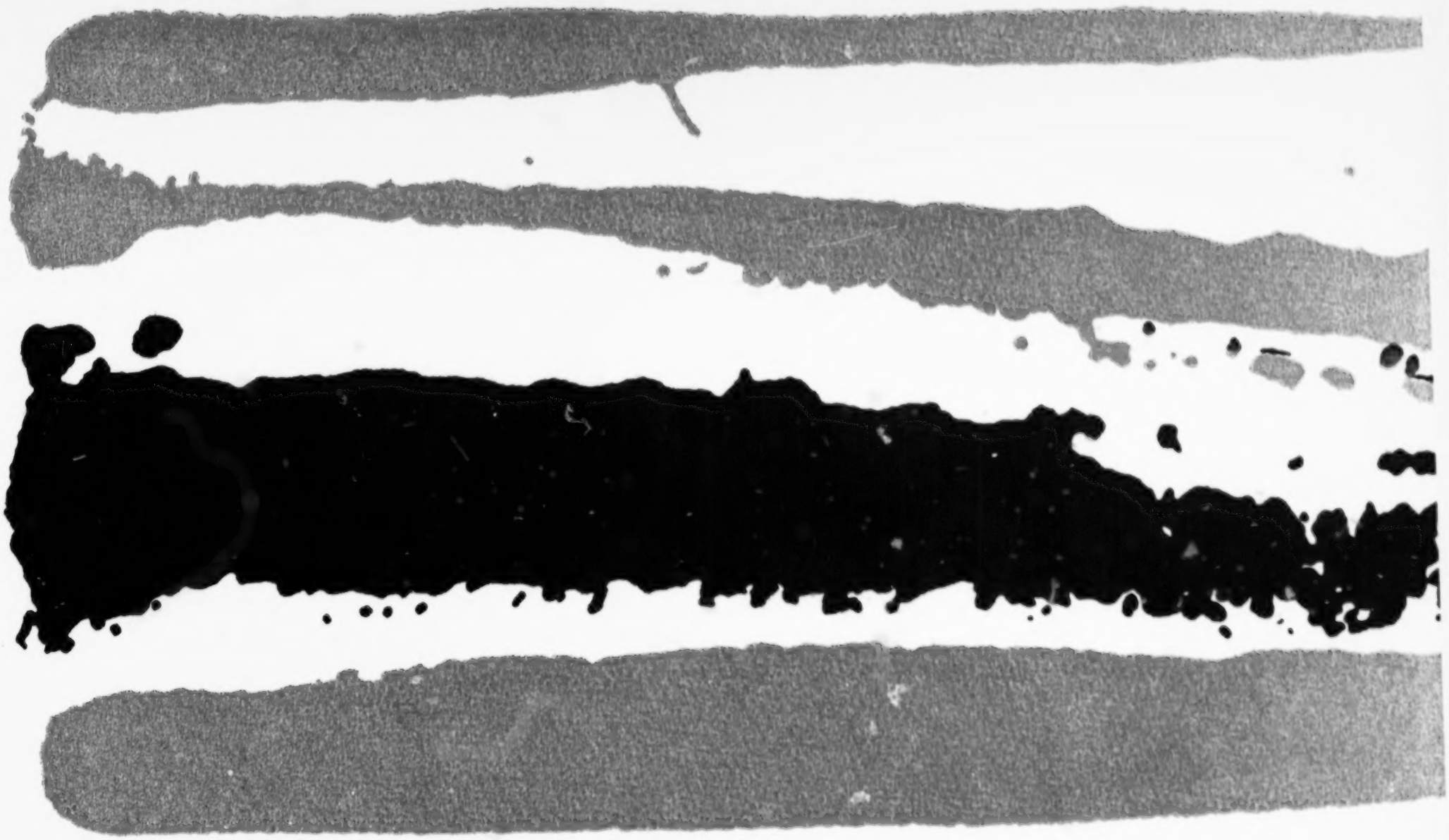
BY- BECKER, JOHN W.

ADULT EDUCATION ASSN. OF U.S.A., WASHINGTON, D.C.
EDRS PRICE MF-$0.50 HC-$3.08 75P.

DESCRIPTORS- *ADULT EDUCATION, *ARCHITECTURE, *BUILDINGS, *BUILDING DESIGN, *COMMUNITY COLLEGES, COLLEGE BUILDINGS, COMMUNITY EDUCATION, FINE ARTS, HEALTH FACILITIES, LIBRARIES, POST SECONDARY EDUCATION,

THIS BOOK IS DESIGNED PARTICULARLY FOR THOSE PLANNING PHYSICAL FACILITIES FOR ADULT EDUCATION. FLOOR PLANS, PHOTOGRAPHS AND DISCUSSION ARE GIVEN FOR BUILDINGS USED FOR HOSPITALS, HEALTH CENTERS, INDUSTRY, ELEMENTARY SCHOOLS, HIGH SCHOOLS, COLLEGE BUILDINGS, FINE ARTS, LIBRARIES, RECREATION COMMUNITY CENTERS, AND ADULT EDUCATION. COPIES OF THIS DOCUMENT ARE ALSO AVAILABLE FROM ADULT EDUCATION ASSOCIATION, 743 NORTH WABASH AVENUE, CHICAGO, ILLINOIS, PRICE $2.00 EACH POSTPAID. (HH)

ED018942



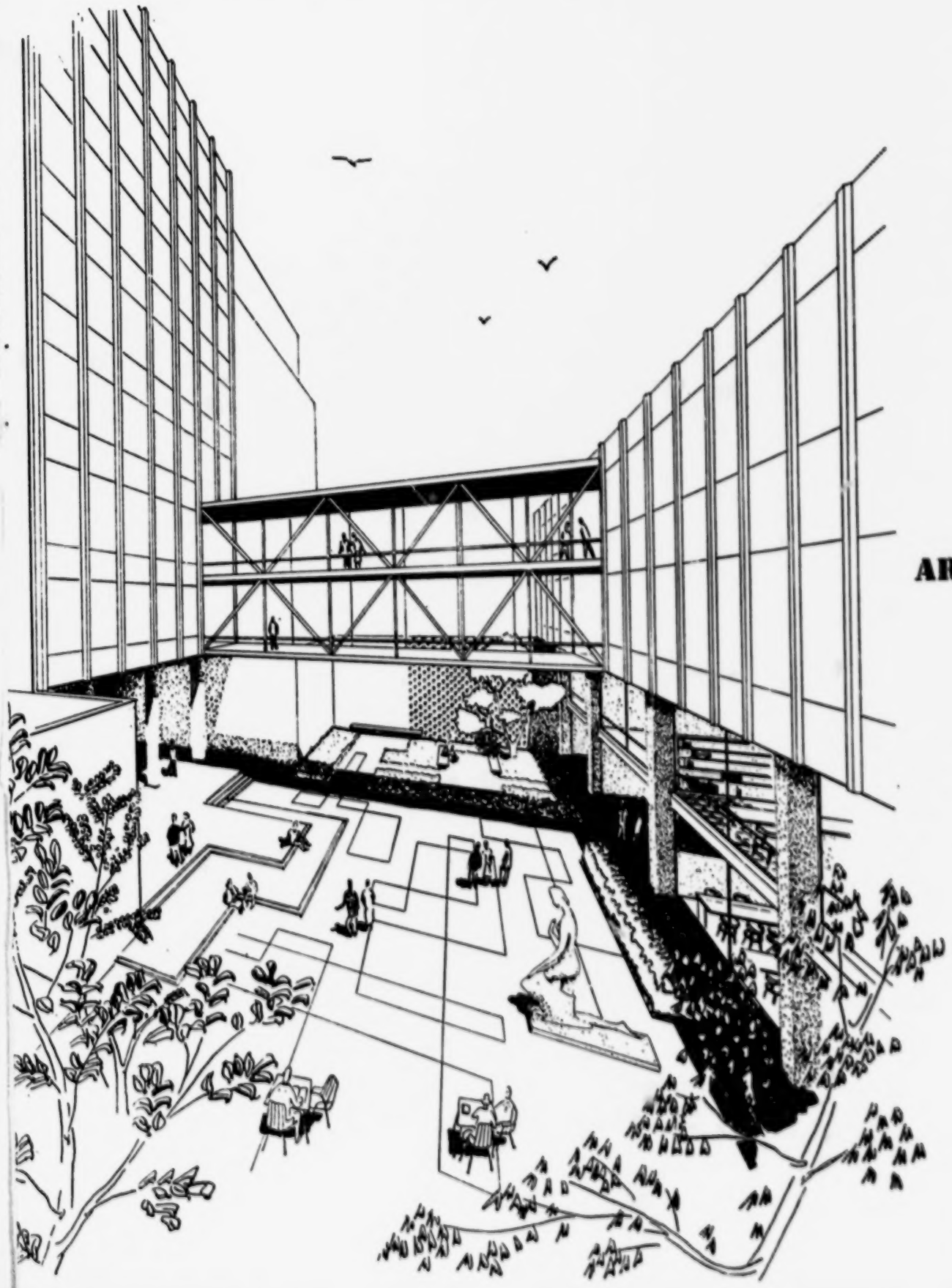
ARCHITECTURE FOR ADULT EDUCATION

COMMISSION ON ARCHITECTURE: ADULT EDUCATION ASSOCIATION

EF 000880

. . . BUILDING A BRIDGE BETWEEN YOUTH AND MATURITY

New School, New York City—Court—Mayer & Whittlesey, M. Milton Glass, Architects



U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

A graphic guide
for those who are planning
physical facilities for Adult Education

ARCHITECTURE FOR ADULT EDUCATION

Commission on Architecture
Adult Education Association of the U. S. A.

CONTENTS

For Whom this Book is Designed 5
Groundwork 6
Framework 8
Superstructure 10
Health Centers 14
Religious Buildings 21
Buildings for Industry 25
Elementary Schools 30
High Schools 35
College Buildings 42
Looking and Listening Buildings 46
Libraries 50
Recreational Buildings 56
Community Centers 60
Buildings for Adult Education 64
A Note on Financing and Management 72
Index of Projects 74

Commission on Architecture
Adult Education Association of the U. S. A.

Chairman John W. Becker

Planning Members
Jackson M. Anderson
C. Harry Atkinson
George D. Butler
Fern M. Colborn
Shirley Cooper
Ray L. Hamon
Herbert C. Hunsaker
Hugh B. Masters
Worth McClure
John W. McLeod
John R. Miles
Ernest I. Miller

Corresponding Members
Walter D. Cocking
Marian B. Davis
Nickolaus L. Englehardt, Jr.
Samuel D. Freeman
Edgar L. Harden
Walter R. Hobbs, Jr.
Dalton Howatt
Howard L. Johnson
W. D. McClurkin
John W. Ogg
Durward B. Varner

FOR WHOM THIS BOOK IS DESIGNED

Much has been written and spoken about adult education in America — a movement which has grown with the haphazardness of Topsy, and the speed of Jack's beanstalk. It has been soberly estimated — and this in 1953 — that more adults are taking courses of one kind or other in the United States than children. But so far as we know no one has yet undertaken to reproduce in graphic form some of the many buildings which have been constructed during the past decade or so to accommodate this mighty phenomenon — to present, in short, the Architecture of Adult Education.

Twenty or twenty-five years ago in the United States the term "adult education" would have called to mind no more than the lighted school-room, the lecture-platform, the correspondence course. Today adult education appears in a thousand new places — and assumes a thousand new and attractive guises. For every adult who is formally instructed, there are two or three who would feel ill at ease, regressive, "too old to learn," in a strictly pedagogical environment. These are learning along with the rest; and as eagerly. But they are learning in surroundings which are all the more reassuring because they can be identified more closely than the schoolhouse with the centers of normal everyday adult life — the settlement house, the church, the union hall, the public library, the neighborhood center.

On the pages which follow, therefore, we shall exhibit not only such facilities for adult education as are provided in school buildings, but in other types of structure. What is as striking as the number and variety of such buildings is their increasing diversity of sponsorship.

Industrialists who started out to provide bowling alleys for factory personnel have ended by adding to them an auditorium, craft-rooms, and a stand-by nursery. Health authorities, laying out plans for great new metropolitan hospitals, have enlarged them to include public lecture-rooms and exhibit areas where the community may become better acquainted with the factors which underlie disease and well-being. County officials have been persuaded by groups of interested citizens to raise the amount of proposed bond issues by enough to cover public libraries or meeting rooms in addition to the welfare and administrative facilities originally called for.

As a consequence, we address this book to all those, technicians and laymen, who are planning architecture in which this many-sided activity we call adult education may effectively be carried on: members of public building committees, ministers, educators, librarians, directors of cultural, health and recreational programs, architects, civic-minded individuals in general. Indeed, we dare hope to sprout a seed, here and there, where the ground has not only lain unbroken, but unprepared.

The reader — we like to think of him as a spectator too — will detect certain special qualities in the examples we have selected. Most important of these is their reality. Valid architecture is not ideal but organic. We have carefully avoided "model" solutions. All of the buildings shown, completed or projected, grew out of and met at least one set of actual requirements. They will not, of course, precisely meet any given set of subsequent requirements, but they will carry with them, all the same, a sense of authenticity and accomplishment; and, upon analysis, at least lay down a foundation or point a way.

These buildings, you will notice also, are chiefly American; not because we have any notion that other countries can teach us little, but because the circumstances under which their facilities for adult education have developed differ, in one way or another, from ours; — sometimes in ways, we confess, which we had neither time nor experience to test. For the most part, too, the domestic field offers sufficiently rich choices. Yet, now and then, when our own buildings in a particular category seemed sparse or inadequate — as, for example, in the broad-cast mass-media — we have not hesitated to introduce foreign examples.

Again, we have been at some pains to show small and unpretentious projects, as well as those on a more ambitious scale. Great cities have always provided the means for mature cultural development; towns and rural areas not so often. It is our hope that the rather impressive instances we illustrate of "hinterland" enterprise will spark emulation. As to buildings remodeled for adult education, we have examined many; but find that the vast majority retain a certain disqualifying second-hand character, not surprising in those prepared for an activity of such rapid acceleration and insistence. A few of the happier of these rehabilitations we have included.

Finally, we wish to make it clear that we make no claims to perfection, convinced at the outset that perfectionists are merely people who get nowhere the hard way. We have chosen, however, what we believe to be uniformly distinguished and helpful work. As

we proceeded in our task we have been delighted to discover that the house of adult education is, like a more exalted dwelling of tradition, a house of many mansions. To the doors of some of the best we tender you a key; hoping that as you, too, explore them you will find inspiration toward a mansion uniquely your own.

GROUNDWORK

The program comes first — the building to encompass it afterward. We shall assume, for thoroughness of exposition, that no program is already established. If there were one, some of the preparations we are about to suggest could, obviously, be abridged.

Those who wish to sponsor anew the exciting experience we call adult education must ask themselves at the very outset these two questions: What kind of adult education does my community need or want? Are the facilities which might accommodate such activities already at hand?

To begin with the second question, it is obvious that duplication always leads to wastefulness, frequently to disaster. A close scrutiny of existing structures which might be adapted without change must precede any determination to build afresh; or even to remodel. Laymen or novices are often unaware that suitable facilities already exist nearby; or are so ill-equipped to judge eligibility that even when confronted with such facilities they fail to recognize them. All sponsors will do well, on a preliminary trip, to walk between an educator who knows his way around, and a building technician.

With respect to the first question — What kind of adult education does my community need or want? — "need or want" are used advisedly. Would-be initiators of adult education can be so carried away as to regard what they think is "good for" their fellow-citizens as invariably what their fellow-citizens care to concern themselves with. The identity may be a mistaken one. No earthly purpose is served by building a concert auditorium for people who are only interested in bowling. This is not to say that those who come to bowl may not eventually stay to listen; but the change-over may either never occur, or it may take unconscionably — (and uneconomically) — long.

The initial step in developing facilities for adult education is therefore to test very carefully what is known in advertising as "consumer-potential". Sometimes "potential" is just below the surface, waiting to blossom at the touch of exterior warmth; sometimes it is encased in shatter-proof granite. But a determination of potential — and the detection of exactly what potential — are basic.

How can the procedure we have outlined be set in motion? If the sponsor be a school administrator — and it must be remembered that in perhaps the majority of instances this is likely to be the case — he must hark back to Clemenceau. Eugene Janson reminds us that "The Tiger" was reported once to have said (or growled): "War is too important to leave to the generals"; and that, similarly, adult education is manifestly too important to leave to the educators. Indeed, by extension, it is too important to leave to any single individual, or any one representative of a single community interest or community group. When the moment of opportunity or of awareness arrives, it must be shared.

Let us assume that the sponsor has in mind a public library, with a small auditorium for lectures and discussion. Let us trust, in addition, that he has some reason to suspect, even at the start, that the program he hopes for will meet with tangible response. He then suggests to a sympathetic and well-recognized civic leader — unless he is such a figure himself — that they form a kind of Committee to look further into the possibilities of the project.

The civic leader sought may be identified per se, or among many strata: educational organizations, such as PTA's; cultural organizations, such as women's clubs; planning and benevolent organizations, such as service clubs and neighborhood improvement associations; religious associations, such as laymen's auxiliaries; "inter-cultural" organizations, such as inter-racial councils; economic organizations, such as labor, farm, and trade associations; health and welfare organizations, such as councils of social agencies; recreational organizations, such as park boards; governmental organizations, like the League of Women Voters.

The sponsor and his co-worker need not undertake organization alone. Almost every community the country over may now rely, in the situation we have outlined, upon agencies already established to lend help. In some communities there is an adult education council, with its address listed in the telephone book. The community we have imagined may not be large enough to boast of such an organization; but in about half the states in this country there is an advisory service on adult education in the Department of Education which

is available to local communities. Probably the quickest way to determine just what outside help of this kind can be called upon is to write for information to: Administrator, Adult Education Association of the U.S.A., 743 North Wabash Avenue, Chicago 11, Illinois.

The Association, in fact, while broadest in scope, is only one of several private agencies in the developmental field. Others are the Fund for Adult Education, a subsidiary of the Ford Foundation, which a few years ago established the "Test Cities Project", under which Adult Education Councils were set up in a number of widely separated communities. Another is the Kellogg Foundation, with its two remarkable Adult Education Centers, at East Lansing, Michigan, and (just opening) Athens, Georgia.

Returning to our two friends, they now jointly enlist, let us say, the aid of the local school superintendent (and probably also, for safety's sake, the chairman of the school board); one of the most persuasive ministers in the area; the president of the town council (ex-officio); the lady who heads the Browning Society (which has long since deserted Browning for Eliot and Faulkner); and a member of the high school English department. They call themselves, without fanfare, a Coordinating Council or a Steering Committee.

By choosing the remaining personnel of the group carefully, so as to reflect broad and representative points of view, our original pair should, during even a first meeting, have, at least to some extent, determined the feasibility of their cherished enterprise. If sufficiently encouraged, the Council may proceed to address itself, in subsequent meetings, to a whole cluster of progressive considerations. Some of the more important, not necessarily in exact order, follow.

In the case of a proposed library and auditorium, the Council must decide as a group very early whether a public or semi-public building can, with little or no modification, be made to serve. They may do well to remind the school board president that, crowded as schoolhouses are and irksome as it may be to endure temporary disturbances, an adult education program is one of the best methods in the world of bringing parents into direct and understanding contact with the school system.

Perhaps some other building will prove more likely for the Council's purpose. It may find the Sunday school classroom and auditorium facilities of a community church available for lecture and group discussion; and entertain the idea of renting a vacant store building downtown to house the library — at least temporarily, until the program has taken firm hold.

Questions of geography and population affect the Council's deliberations generally at the outset, as well as in more detail later. If an existing school or a church, where located? Should the district to be served be large and sparsely settled, the building must be central. As far as the library is concerned, some such means as a bookmobile must be adopted to bring books to outlying subscribers. Should the district be crowded, parking must be given serious consideration.

We need hardly say that another basic question is that of financing. How to invest in and pay for building, of course, depends in large part on the nature, degree, and continuance of sponsorship and enrolment; and can hardly be treated with adequacy in a study of this kind. Certain other aspects of financing — and of its corollary, maintenance — are of special significance: they are assigned a brief separate section in this book later. For this reason we need merely mention them here. As for the question of teaching personnel — also basic — it is beyond the scope of this text.

Let us assume that so far the Council's deliberations have been tentative, though friendly and encouraging. Its members realize, at least, that they are not traveling through desert country; and that, in looking ahead, the outlines of ways and means, though still dimly conceived, are not the effect of mirage. At a second meeting they agree to make a kind of adult education census-count, such as the town of Norton, Massachusetts, did recently when it developed its highly successful adult education program.

Accordingly, they authorize the printing of forms, on which the recipient records simply his degree of interest in the program under discussion. Teachers in all schools, elementary and advanced, distribute the forms to their students who, in turn, take them home for their parents' completion. Similar distribution is made through service, civic and garden clubs, church congregations, factory foremen. Stacks of forms — and a volunteer poster or two — are left in places of general resort.

At the same time the members of the Council individually broach the project at meetings of the organizations they represent; not forgetting the PTA. And presently, when support appears probable, the time has come for a general community meeting, at which the Council gives way to a larger and even more broadly conceived committee, under which, some months later, the library and audi-

torium project becomes a reality.

Here a most important point must be emphasized. In preparing the forms we have described, the Council should by all means leave a space for "write-in" alternatives. After all, when their fellow-citizens get to thinking about adult education, all sorts of submerged and latent ambitions may come to light. In the final analysis majority sentiment may not favor a library at all; but a wholly different form of activity.

When the Council at Stephenson, Michigan, conducted a preliminary poll of this sort four or five years ago they found elements of interest in an astounding variety of educational programs: forums and lectures on health needs, foreign policy, home and legal problems, family life, mental health, youth recreation, delinquency, personal hygiene, gerontology, vocational training courses in photography, landscaping, dairy herd management, farm mechanics, food preparation and preservation, crafts, first aid, technical advice and assistance in organizing a community cannery, a development corporation for attracting new industry, an artificial cattle-breeders' association, a community recreation program, tourist aid — to mention not a few —; and last but not least, just as with our own hypothetical town — a public library!

Nor can we close a discussion of groundwork without a word on attitudes. The original sponsor must arm himself — and keep himself armed — with the shining wand of enthusiasm, and the stout round shield of tact. Moreover he must manage, subtly if necessary, to equip his co-workers with the same essential gear. A program which is autocratically imposed, or which fails to enlist whole-hearted and widespread support, may have its brief day; but it cannot long endure.

FRAMEWORK

We may now assume that the Coordinating Council and its offspring, the Community Committee, have verified the need for a program and, what is more, evoked effective support. Whatever has emerged from their deliberations — the original project for a library, or some quite other venture in adult education — they have also determined that no simple conversion of existing facilities will do. They must build.

And just as a little sober investigation into "program-potential" began their work so now another fundamental survey is in order. Briefly, the question is this: to alter or to build anew.

Few men will deny that at least once or twice during their lifetimes they have wished to be architects — or women, "decorators". Shelter is (happily) inescapable; and it fascinates all of us: living in it, improving it, rearranging it. The idea of remodeling, especially, seems to exert a powerful appeal. It has a kind of sidewalk-superintendent charm; and it looks, to the innocent, so easy.

But remodeling is not always easy; nor is it by any means always economical. Indeed, in many cases, lurking underneath the surface of what appears to be merely out-patient surgery, lie totally unsuspected bones and arteries: bearing-walls, vital supply pipes, girders, ducts; for structure has become deceptively — and disconcertingly — complex.

Even more formidable, and often encountered in older buildings, is the problem of complying with building codes, which in almost all states and communities during the past quarter-century have been very stringently revised. The new regulations, chiefly enacted for fire protection and health, are retroactive in the sense that remodeling of any consequence whatsoever usually carries with it the obligation to bring the rest of the building into total conformity.

Many a rank amateur, after impulsively pulling down a few partitions, enlarging a window or two, and sitting down belatedly with a building inspector, has found himself installing a new wiring system, adding a fire-escape, and chopping through thirty feet of concrete slab to lay the pipe necessary for that code-required extra toilet. Putting a new house in order is one thing; putting an old house in order often quite another.

Then, too, there is the factor of expense. We have noted that existing buildings, even when their original blueprints are available, can be difficult to analyze structurally. (Sometimes the blueprints were not strictly followed as construction progressed). As a corollary, it is a great deal more difficult to forecast the cost of remodeling than of new work. And no sponsoring group can afford, in dealing with funds in the public interest, to be content with "guesstimates".

All in all, the decisions as to whether to remodel or to make a fresh start is most wisely left up to an architect. For it is a momentous decision, requiring a quite comprehensive insight into alternatives. And few contractors, honest and well-intentioned as they may be, and valuable as consultants, have the cultural background, the conceptual grasp and the creative imagination necessary to make it well.

Consulting an architect should be one of the first objectives of the Building Committee — for the Coordinating Council, having expanded to a Community Committee, now, to expedite matters, forms out of its membership a small practical working group responsible to it. The architect, if he is chosen early enough, and if a new building is projected, can contribute excellent advice in the selection of a site. Since he is a versatile man — a client once laughingly called one rather stately practitioner a "john-of-all-trades" — he may also have some sound ideas about the program itself.

"Which architect to choose" is a question for which there are no definite rules. A specialist? But adult education seems to resist specialists. And, besides, specialists may acquire the unlucky faculty of becoming wrapped up in — and bound up by — their specialty. There is the story of an architect who picked up a commission for a large hotel by assuring his client that since his firm had never before designed a hotel, he could bring to the solution of their mutual problem a mind entirely free of prejudices or of preconceived ideas. Whether the story is true or not, there is surely something to be said for his approach.

How important is experience? Experience is a requisite, certainly; but it is obvious that the client need not prefer one of two architects because he has designed fifty buildings, and the other only forty-nine. Were this sort of thing to become an invariable rule, younger talent would starve; and the architectural profession, lock, stock and lintel, would die out. An intelligent and enthusiastic architect who evinces interest in the sponsor's problem and who can apply himself to its solution with dispatch is always a better choice than one who is lukewarm, and overburdened with previous commitments.

It cannot be too much stressed that, at their first architectural conference, both sides should make what is called "full and frank disclosure". From the Building Committee should come a complete list of requirements and, equally important, a cost figure within which the project must be held. From the architect should come a statement as to the amount of his fee, and the assurance that once he and the Committee have settled on a mutually satisfactory building scheme, he will work up a cost estimate from preliminary studies which will be a very carefully considered one.

This assurance is of great importance to everyone concerned. The time to discover that the sponsor cannot afford everything he wishes is obviously as soon as possible, since he will be obligated later, when formal bids are taken, for developed working drawings and specifications which have proved worthless; and the architect will have wasted weeks of effort. The Building Committee may appropriately request confirmation of the architect's preliminary estimates from one or more contractors; but in the final analysis the architect's estimate must govern. The Committee should recognize also that the architect is best qualified to draw the distinction between acceptable economies in structure and those poor economies which lead to excessive maintenance and repair.

From the first conference on, meetings between the Building Committee and the architect must be frequent. The periods between are equally significant. They are the periods when the Committee members expect the architect to be acting in their interest, as they have a perfect right to do. But they have a reciprocal obligation; the duty to comprehend; to look carefully over what the architect has prepared; to discuss it promptly and intelligently; and to suggest changes without delay. It takes three to bring a building operation to a successful conclusion; a gifted architect, a reliable contractor, and an understanding client.

Before describing in some detail what the adult educator should specify and look for in the buildings he makes use of, we must remember that until recent years buildings developed exclusively for adult education — especially for the kind of informal adult education in which we are chiefly interested — were extremely rare. Even today, they are few in number; and, in the nature of things, few in prospect. Consequently, most of the features we emphasize will relate to buildings in which adult education plays an important role, but shares quarters with other activities. They will relate, in other words, to an architecture of multipurpose.

There are certain characteristics which are desirable in all facilities for adult education; certain others which are desirable only under special conditions and circumstances. Some of the more inclusive ones have to do with site. We shall not belabor the obvious by pointing out, for example, that the ground should be well-drained and the lot at least a half a mile away from the stockyards or the airport. It should go without saying, too, that the building must be reasonably accessible to those who are expected to use it: within walking distance, if they walk; within a couple of blocks of public transportation, or within ten or fifteen miles by private transportation, if they ride.

This is not to imply of course, that such buildings need be put on commanding sites. On the contrary, a less prominent location often ensures quiet and enables the sponsor to buy more ground at a lower price. One of the prime advantages of the larger site is, of course, that the building may at some future time be enlarged; another is that some of it may be used for off-street parking.

The parking problem has come in for much rueful attention in recent years; but it is not commonly realized just how much room a parked car occupies. In designing an auditorium, an architect usually figures something like six square feet (net) per seated person. In designing a parking lot he figures something like a hundred and thirty-eight feet (net) per parked car — or twenty-three times as much. This fact should lend considerable support to the theory that man is being rapidly displaced by the machine.

At any rate it shows pretty conclusively that even when land is relatively cheap it may not be possible to provide off-street parking facilities for more than a modest percentage of the cars driven to the building. And this consideration brings us back again to the advantage of the side-street location, where parking at the curb can be safely relied upon at all hours of the day or evening.

SUPERSTRUCTURE

Hospitality begins at home; but it is never out of place. Most adult educators are aware of the importance of cheerful surroundings and comfortable accessories. Sometimes the difference between the building that attracts and the building that repels is a subtle thing. In one southern community it was decided to accommodate the adult education program in a public school building. The first building selected was the high school — for the obvious and quite logical reason that the scale of its rooms and furniture fitted adults far better than those of an elementary school.

But here a rather unexpected difficulty arose. Parents of teen-agers recalled how nearly continuously they put the building to use. Evenings as well as daytimes were filled with possessive adolescent activity. After a spirited debate, the sponsoring committee changed its mind, and decided that despite the necessity of making special accommodations which were unnecessary in the high school plant, the adults would learn more effectively at elementary school.

Another advantage belongs to a "neighborhood" building like the elementary school — or, for that matter, the branch library. It is relatively close by, and the adults who come to it will in all probability have met — or at least seen — one another before. In consequence the diffident adult is likely to enroll for an adult course more readily, because he will be coming not into the presence of strangers but of familiars and acquaintances.

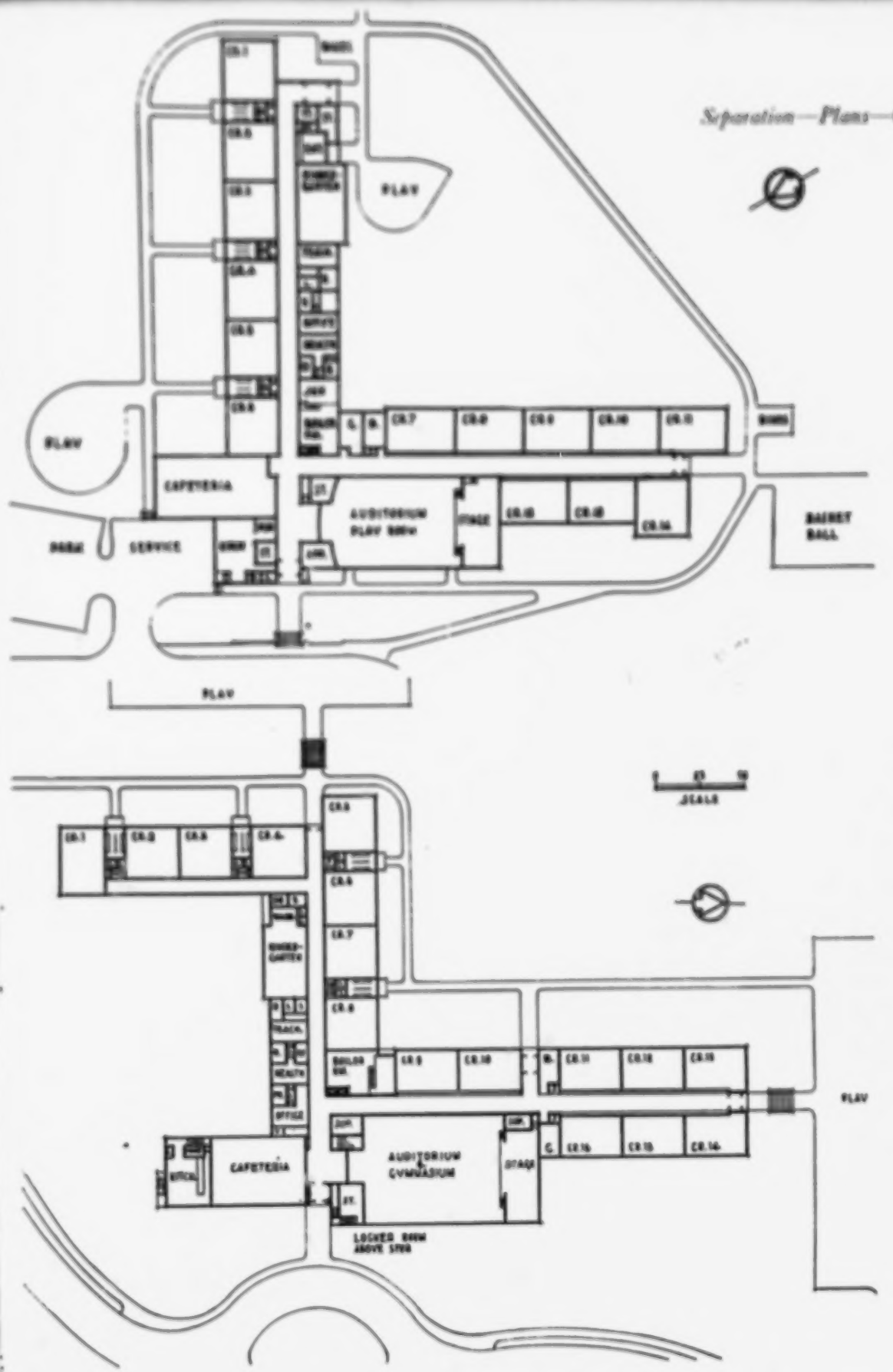
More often the qualities which make for a cheerful environment are not so abstract. Adults in some respects are more impressionable than children; an air of institutionalism, to which many children are oblivious or accustomed, chills them. One of the most disarming first impressions for an adult is that of an entrance lobby pleasantly lighted, warm in texture and color, definitely not part of any corridor behind — even furnished with a chair or two and a plant, to show that whoever opened the outer door has really arrived.

One of the advantages of consolidation — and in favor of the high school — is that high school plants have become large enough for student centers, which usually form a connecting link between entrance lobby and auditorium or library. They confirm and reinforce the adult welcome; and some such gracious use of space in other types of building adapted to the uses of adult education, even if limited in area, may not overtax the budget.

In the campus-type secondary school, an even more far-reaching development has begun; the creation of separate buildings for assembly and recreation: buildings which fit the requirements of part-time adult education as if they were made to order — which, as a matter of fact, they often are. Certain student union buildings in the college community have the same inherent and express advantages.

Once inside any building it is evident that the adult educational facilities should be close at hand. When the building is used also for other purposes, the rooms given over to adult education should have a convenient separate entrance. If adult education shares only a portion of the building during off-hours, the plan should be so contrived that all parts of the building not used by adults may be safely and easily closed off from the rest — by doors, not gates, for economical heating. We use the word "safely" with forethought: planners must remember to preserve required fire exits.

The diagrams which appear on this page show two typical school layouts exhibiting the feature we have just mentioned: — separation for part-time use. The reader will notice that the plans are variants. In each, the two classrooms across the corridor from the auditorium



Separation—Plans—Carl J. Malmfeldt & Associates & Malcolm R. Knox, Architects

gymnasium-playroom may be used for adult conferences or discussion groups. Separating doors would occur in the corridors — one at the far end of the stage, one at a point above the boiler room just beyond access to adult toilet facilities.

Preferably, too, since adults are not uniformly spry, rooms for adult education should be on the ground floor. But there are interesting exceptions. In the illustration shown, of the new Susan J. Henry Memorial Library in Seattle, in which facilities for the blind were a feature of the design, the architects had also in mind, undoubtedly, the convenience of normal readers in the upper-age bracket. There are two entrances, opposite. The one which admits to the second floor, where the reference and browsing room may be converted to adult group-use, is reached by an exterior ramp, instead of a stairway; an entirely practical solution in a mild climate.

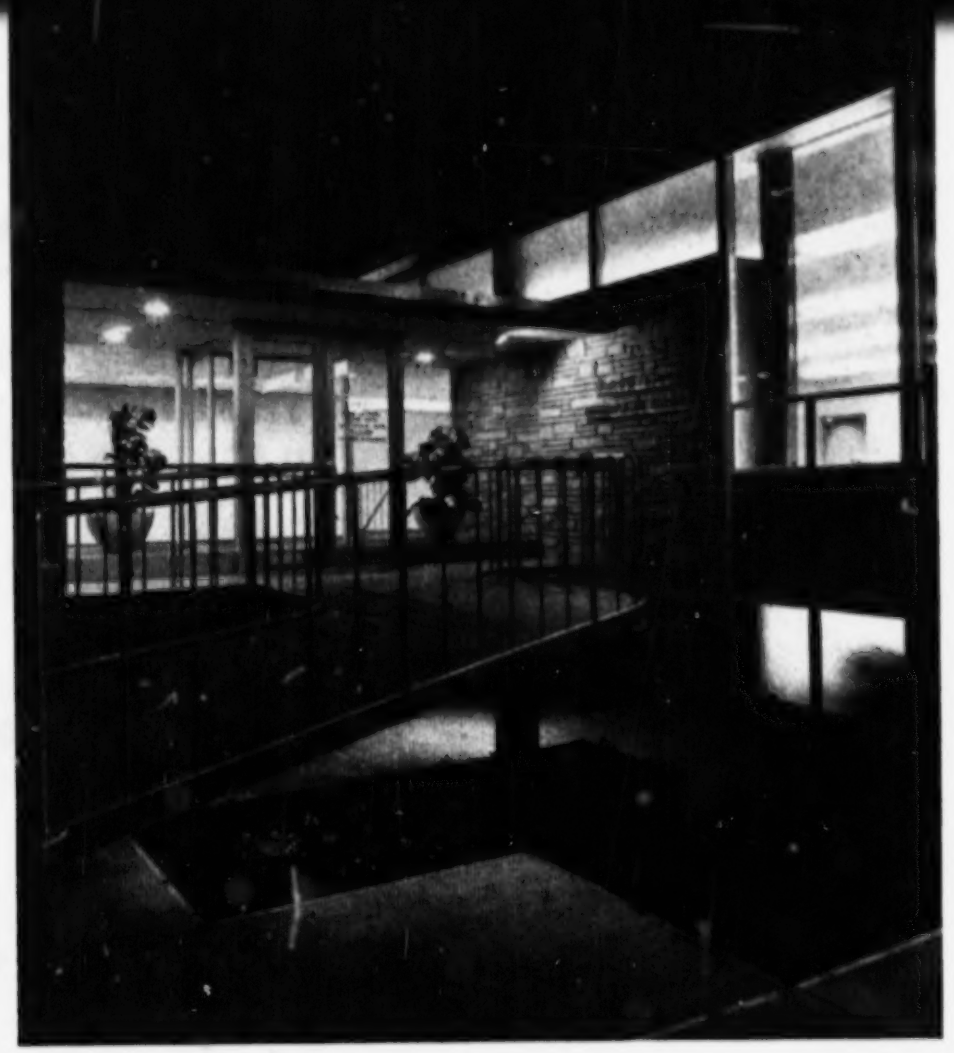
Just as the lobbies to adult education should be welcoming, so should the accessories be comfortable and in adult scale. Some kind of coat-room is of course, essential; and, nearby, a public telephone and toilets with fixtures of adult size. The sponsors will also find it necessary to provide furniture (and equipment) which the adult may sit in and use with assurance.

Fortunately we live not only in the Age of Anxiety, but in the Age of the Easy Chair. This useful household article has never before, in this century, at least, been so much experimented with — often successfully — as during the past decade. Folding chairs seem to have gone out of fashion; but manufacturers have vied with each other in producing light, sturdy, stackable substitutes which take up hardly any more room.

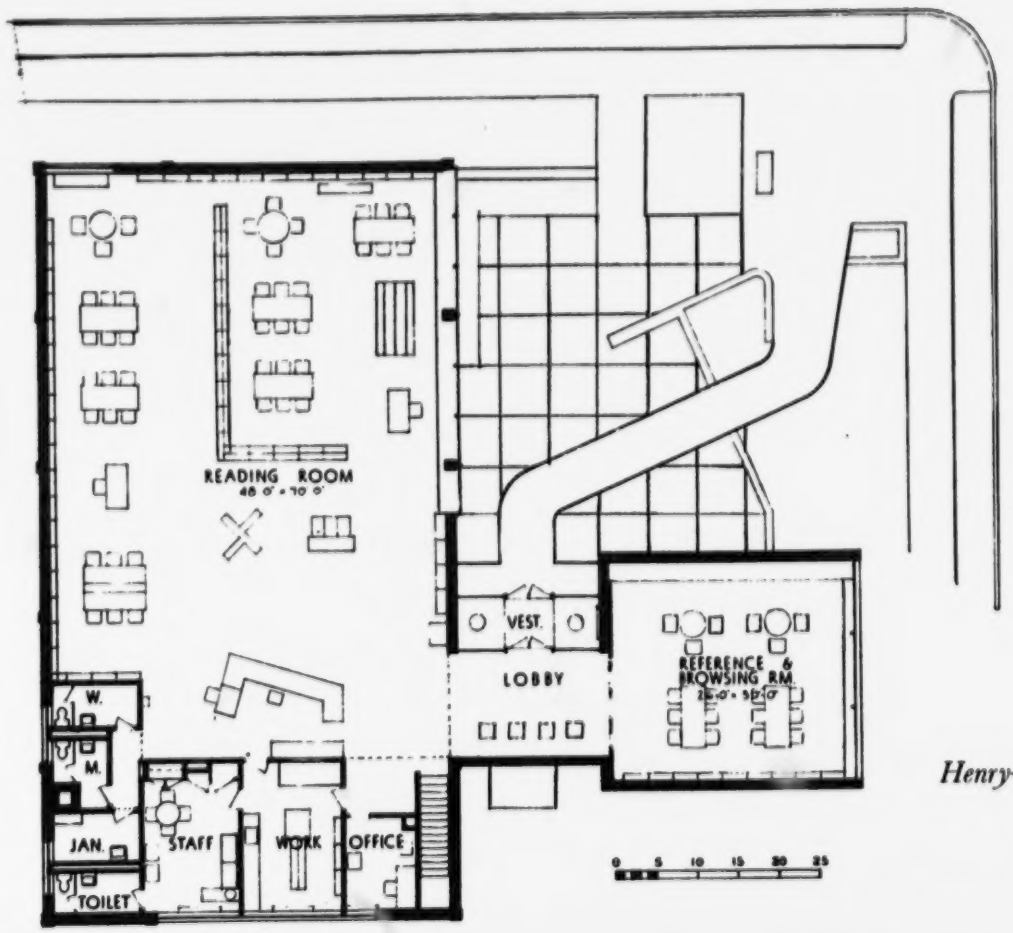
Nonetheless, furniture for occasional adult use will require extra storage space. Indeed, extra space will be required for almost any adult education program of respectable caliber. Just how much will depend, naturally, on the program's size and scope. At one end of the scale we might find a simple looking-and-listening program where access to a multi-purpose room and toilets, hat, coat, and chair storage, and the use of projection equipment would suffice; at the other we can imagine a crafts or athletic program for which, let us say, the use of bulky looms, tools, or sports gear would need sizeable lockers with individual padlocks, and where one or more offices for a secretary's records or a coach's equipment must be permanently maintained.

An adjunct which is almost as important as the more "functional"

Henry—First—Naramore, Bain, Brady & Johanson, Architects



Henry—Exterior



Henry—Second

ones is the small kitchen, or snack bar, equipped with a rolling shutter which closes it off when not in use. In extreme cases, the way to a man's mind (to paraphrase a humble aphorism) may be through his stomach; and many a lowbrow has risen, and his vision brightened, over a counterful of doughnuts and cups of steaming coffee.

Nor is a room given over to child care to be dismissed as a mere planning frill, without serious discussion. Servants have become as nearly extinct as the bison; and sitters are often, for young parents, a prohibitive luxury. Yet statistics show that it is precisely these young people who, among all adults, are most nearly untouched by continuing education. Starting them on the road to active citizenship and richer cultural development is well worth extra effort and added investment.

Part-time use — more specifically when it involves only a portion

of the building — is more than a matter of segregation. It affects utilities, particularly heating and ventilation. The system should be so designed that adult education areas will be provided with adequate heat, while at the same time the rest of the building may be maintained at a lower temperature.

To this end the architect will specify separate heating mains for the rooms to be occupied by adult education activities. Each such room is equipped with a dual thermostat. After "regular" hours the custodian can set all thermostats for night temperature. Then he can visit each room to be used in the adult education program, and reset the thermostats for daytime temperature.

Some of the elaborations we have mentioned above are apt to alarm those who own the buildings -- whether they are primarily adult educators or not — and those who are responsible for operating physical plant. We know of one community center director who had a recurrent nightmare, in which he was pursued by the president of the drama guild, armed with a claw-hammer. Suggestions for solving a few of the more vexatious problems of maintenance will be presented in a later Section called "A Note on Financing and Management."

But often such vexations can be minimized, or forestalled. Take the theater, just mentioned as a case in point: for the theater — with a capital T — is the prototype, even more than a craft or shop program, of a highly complicated adult educational activity. It implies a deep stage, scenery lofts and repair shops, raised seating, nails in the stage floor: in short a very high expenditure per cubic foot of space, and a particularly difficult problem in maintenance and administration.

It is sometimes worth reminding the over-ambitious producer that the drama is immortal; and that one of the things that has made it so is the fact that it is essentially acting — not costumes and sets. Indeed some of the most striking dramatic performances of modern times have been those produced in everyday modern costumes, with no scenery at all.

We are not advocating a pinch-penny approach toward any enterprise in adult education; only pointing out that often settling for something less than DeMille standards of production may mean the difference between having a dramatic program and foregoing it. We have known effective play-acting on settlement-house lecture platforms where the stage has been considerably lower than the three feet regarded as minimal by the purists; where the audience is seated on a flat, not a sloping floor; where the dressing rooms are improvised from staff-offices; and the scenery consists of a drop curtain.

With modifications the same comment applies to many another form of adult educational activity. Making a start is the important thing, even if it is necessary to make it in circumstances which may daunt the least devoted. If the project thrives, expansion of physical facilities will follow.

There are, of course, other ways than retrenchment to achieve adult education facilities on a tight budget. One of these results from applying the principle of multiple use: making classrooms do double-duty as discussion rooms, school shops as craft-rooms, gymnasiums as dance-halls, cafeterias as auditoriums. The so-called multi-purpose room has become so popular among school administrators that few elementary schools, however modest, are now designed without it. And one of the chief reasons for its popularity is its ready adaptability to the uses of adult education.

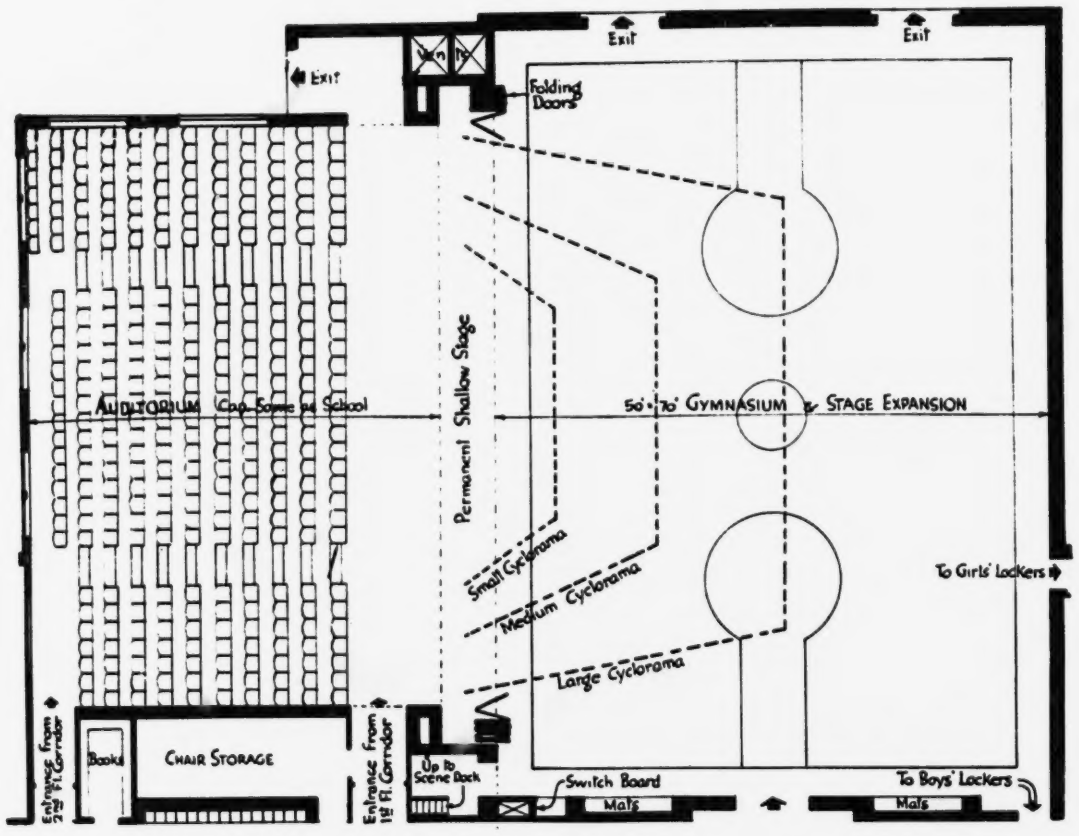
Another planning technique, related to multiple use, is changing one large room into several by means of folding partitions; — or several into one. A classic example is a sequence in the Roslyn East Hills High School (Moore and Hutchins, architects) where, ranged along a connecting corridor, are a stage, a small auditorium with sloping floor, a small combination cafeteria and gym, and a kitchen; with a ceiling-high folding door between auditorium and cafeteria.

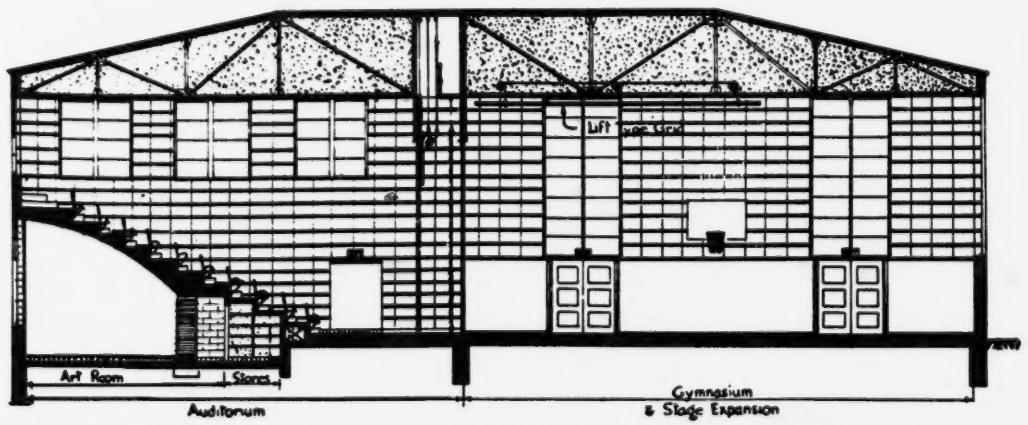
The illustration shows a somewhat similar exploit with folding doors developed by Markus and Nocka, architects. Here a very high, broad, shallow and permanent bleachers serves a shallow stage with a fully developed scene-dock. When the scenery is tucked away and the doors opened to the gymnasium, the bleacher bank overlooks the playing floor.

All kinds of ingenious devices — constantly improved by manufacturers — help to realize more effectively the ideal of flexibility. The folding partitions we have just mentioned are, of course, not new; but some fairly recent developments in them are: effective motor operation, for example, and reduction in weight through the use of tough plastic over a light steel frame. Notable, too, is the appearance on the market of rolling metal shutters and grilles which are far less expensive than formerly.

Chairs and tables, like doors and partitions, have become highly maneuverable, too: they appear and disappear, if not at the wave

Multiple Use—Plan—Markus & Nocka, Architects





Multiple Use—Section

of a magician's rod, at least at the push of a button, or the touch of a custodian's finger. There are a great many types of folding bleachers to choose from (some of these wheel away); there are easily handled dollies and castors to make under-platform and anteroom chair storage more practical; there are increasingly useful bench and table combinations, some of which fold up into wall-recesses; some of which, also, are mounted on wheels.

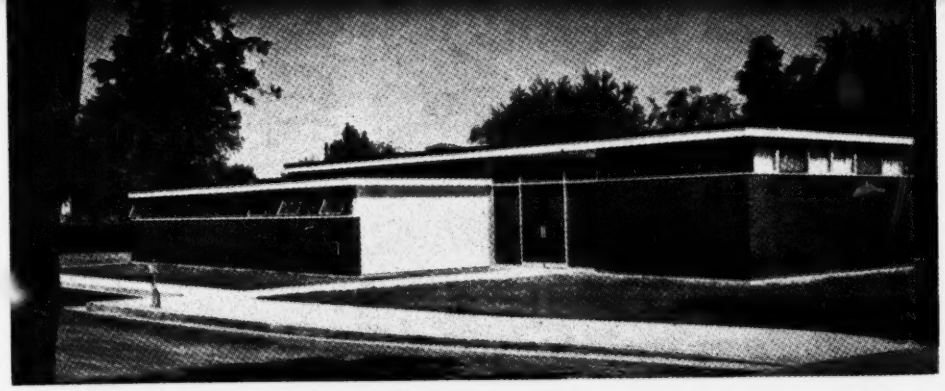
On the whole, flexibility in planning for adult education is eminently desirable. Yet, like all good things, it may be carried too far. The light-hearted inclusion of a portable stage may be followed by the heavy-hearted realization that it requires a dozen giants to move it, and that, when moved, it displaces just as useful space elsewhere.

Sometimes a theoretician or a charmed gadgeteer can press flexibility to really staggering extremes. An example is surely the proposal advanced not so long ago to cope with the formidable differences in the size of congregations on ordinary Sabbaths and on high holy days: a combined social hall and sanctuary with an ark, choir, pulpit and curtain assembly mounted on rails, which could be moved up and down the length of the double auditorium at will — or perhaps, we suspect, only at whim. Schemes for flexibility should be subjected to the same careful analysis as any other aspect of a building program; and this question constantly asked: — Are the gains achieved worth the complexity and the cost?

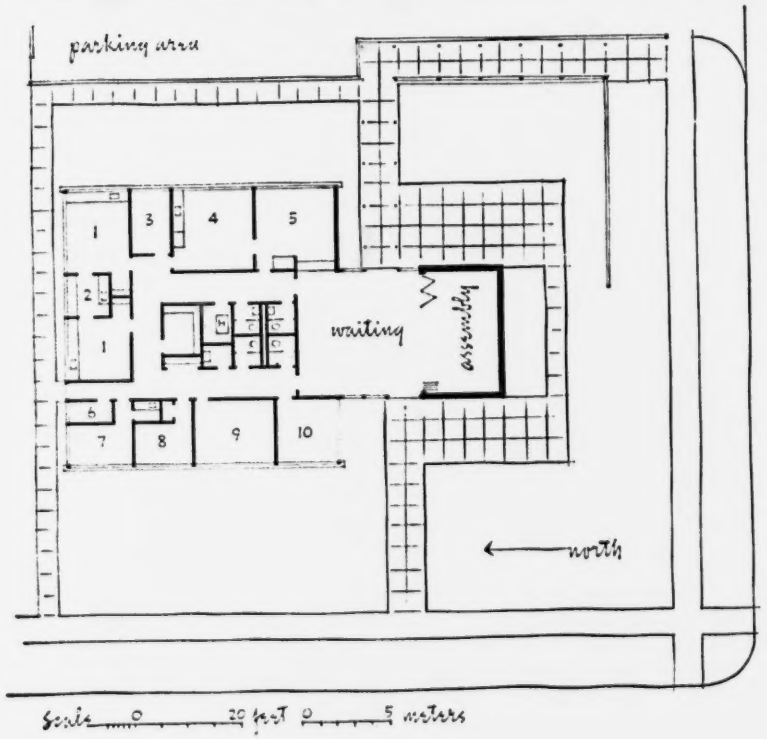
Making room for adult education, then, is a matter of ingenuity in planning, economy and attractiveness in design, multiple use, flexibility. Now it is time to turn to the projects themselves — in which we believe these criteria are amply demonstrated.

HEALTH CENTERS

New scope and depth were given the practice of public health by the Hill-Burton Act of 1946. Through its provisions many states have since cooperated with the Federal Government in furnishing care and instruction at the county level. One such state is Tennessee. The health center near the relatively remote mountain community of Elizabethton in Carter County has a simple but remarkably effective plan, cheerfully and straightforwardly expressed. Around a central mechanical core are offices and treatment rooms. When attendance at lectures is larger than usual a sliding curtain is rolled



Carter—Exterior

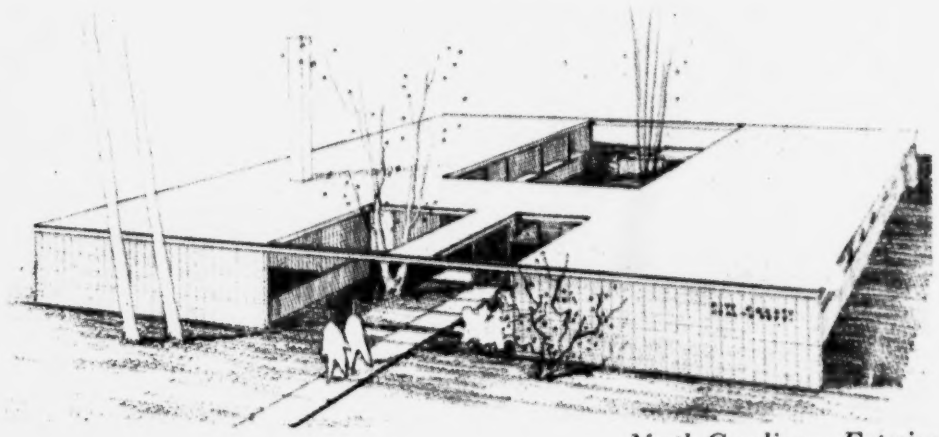


Carter—Plan—Alfred L. Aydelott, Architect

Carter—Interior

back to include the lobby as seating area.

In the neighboring state of North Carolina, a health center is planned for every one of its hundred counties. Thirty had been completed by the end of 1955. Specific needs of individual communities determine the size of each building. The basic plan shown is more elaborate than the Tennessee center just commented upon, and demonstrates a more complete segregation of waiting and assembly space. Here, in an H-shaped layout, the cross-bar becomes an ample, very open, lobby area; the left stroke is reserved for treatment and assembly rooms; and the right for offices.



North Carolina—Exterior

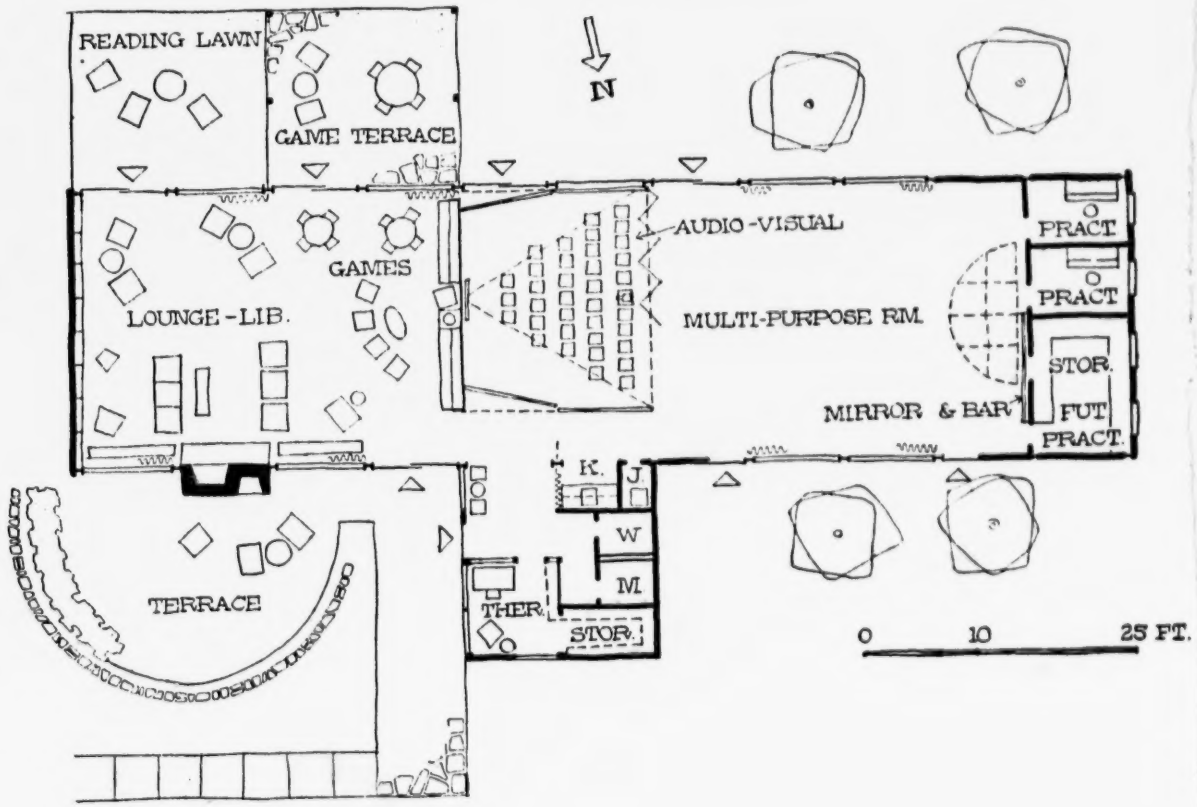
North Carolina—Plan—Wm. Moore Weber, Architect

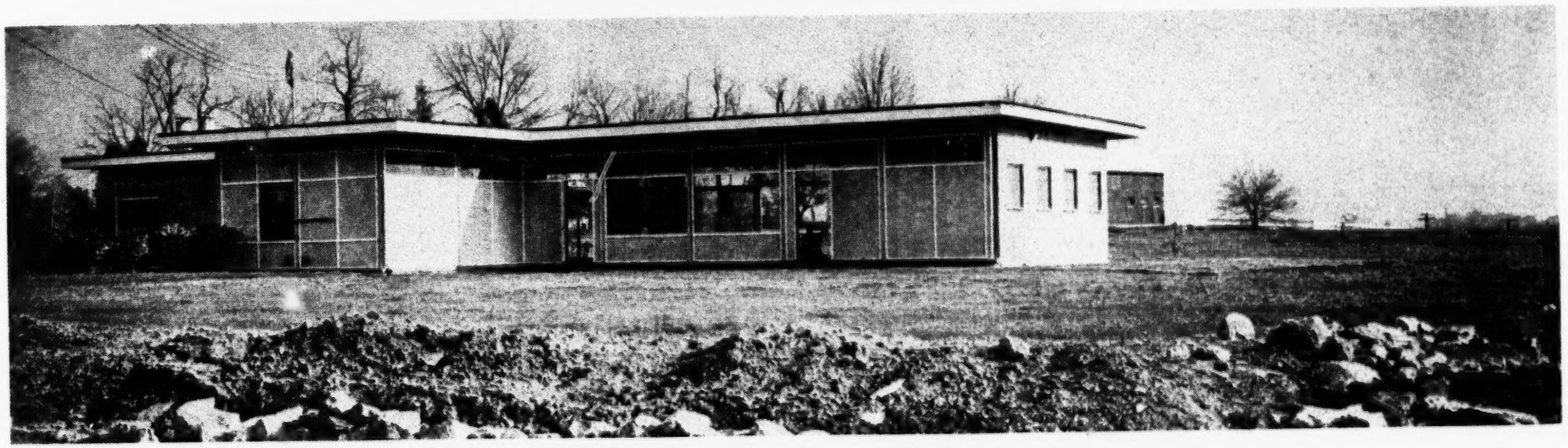
Larger health installations elsewhere in the country — such as those newly built for Hunterdon County, New Jersey, and, among urban communities, the Columbus, (Ohio) Health and Safety Center — have assembly rooms accommodating several hundred persons, with access from both parking areas and street.

Sometimes health facilities have been combined with other county services in provocative ways. Outstanding in this category is California's Inyo County, where a clinic, general administration offices, library and assembly room share the same building. For details and a fuller description of this building see the text following under "Libraries".

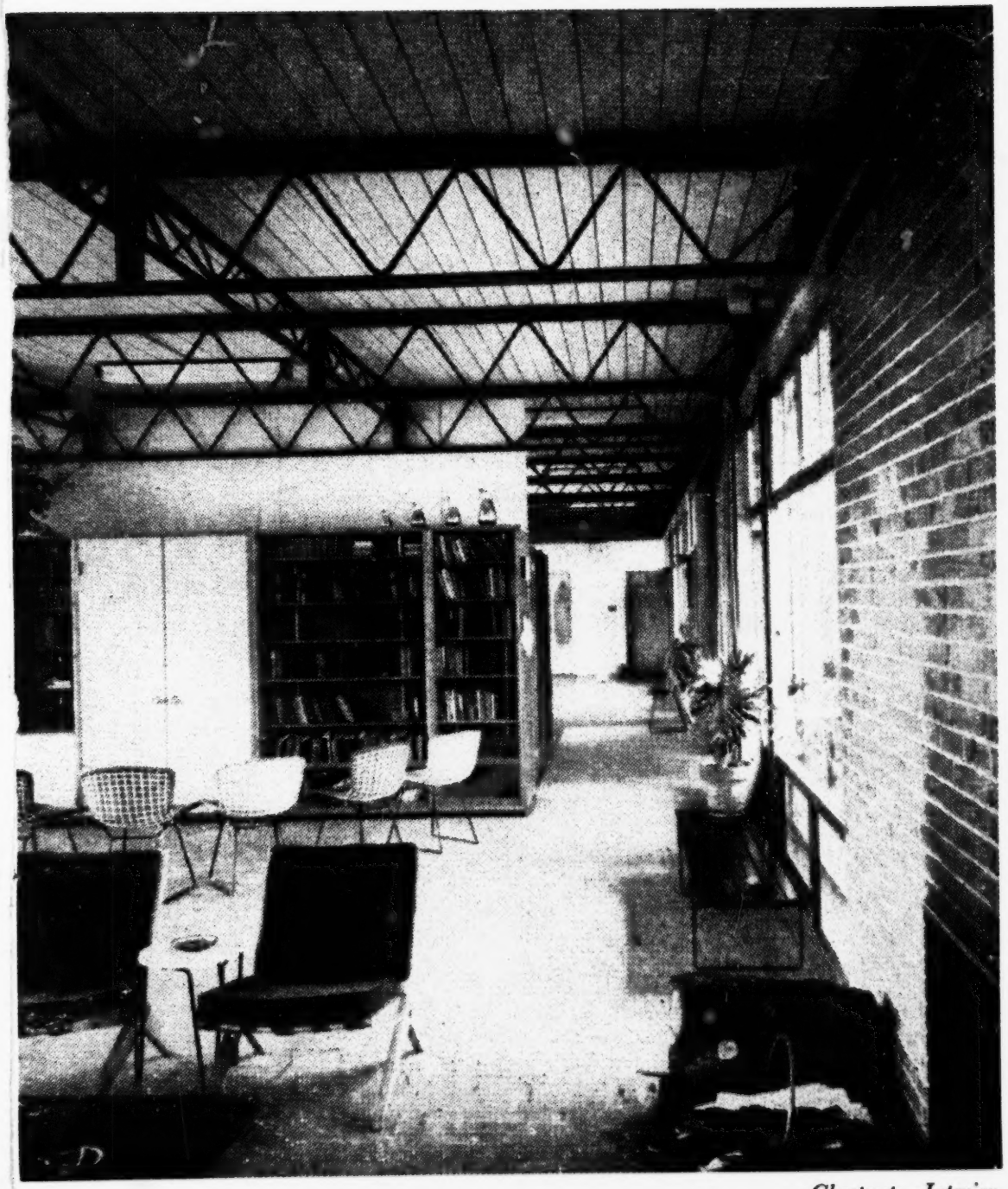
Education in mental health is, of course, taking a more and more prominent place in this country. Differing from the previous examples presented in this section is the Chestnut Lodge Therapy Building, at Rockville, Maryland. Here the project is privately sponsored; it takes care of mental patients exclusively; and it is planned for expansion. When fully developed, the aim of its originator and its architects is to provide a setting indistinguishable from that of a normal community center, while at the same time doing the remedial job well. The Activities Building at Chestnut Lodge was the first unit constructed. There are 75 patients in residence, 25 out-patients. Central control is established from the therapist's office.

Chestnut—Plan—Keyes, Smith, Satterlee & Lethbridge, Architects

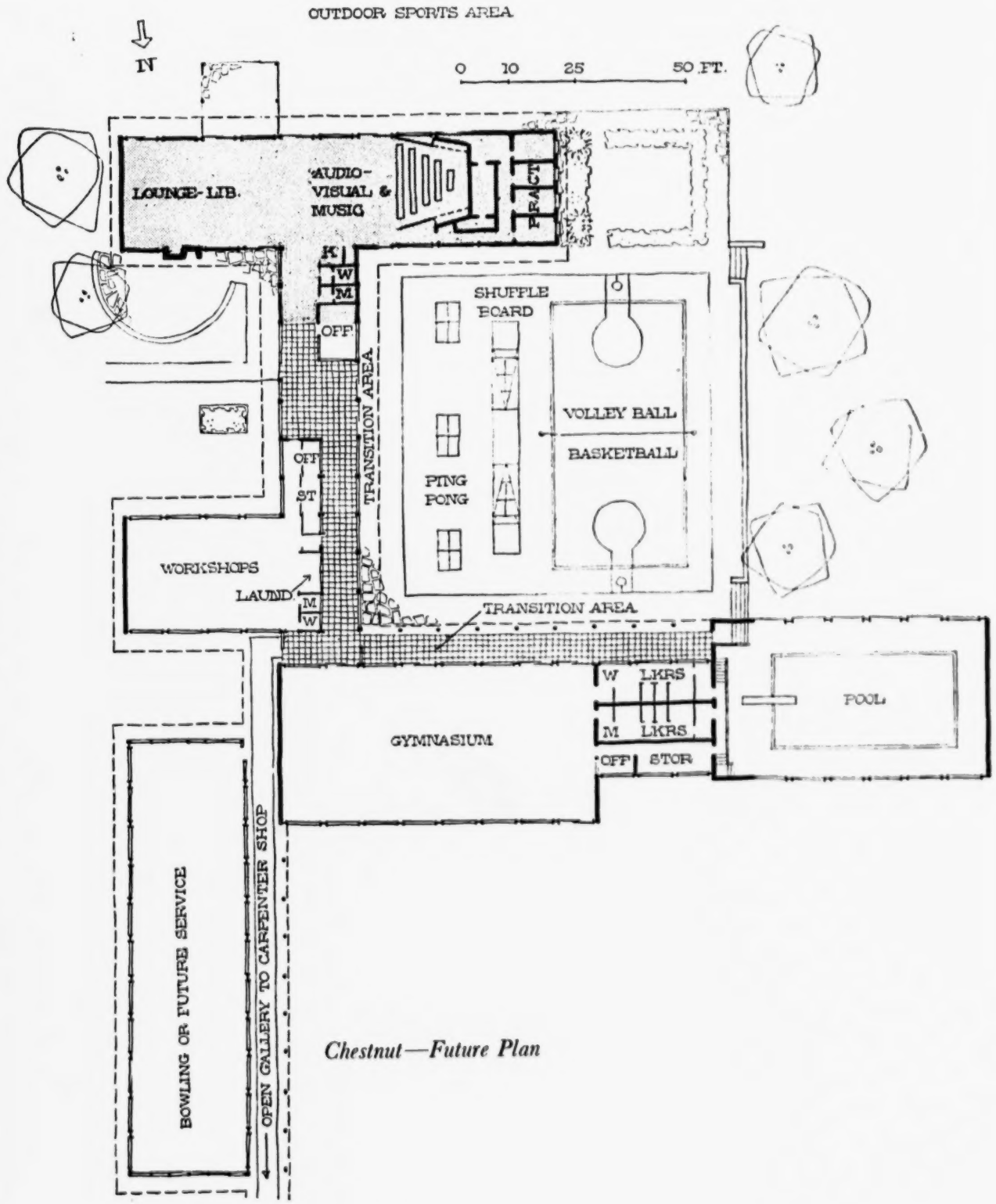




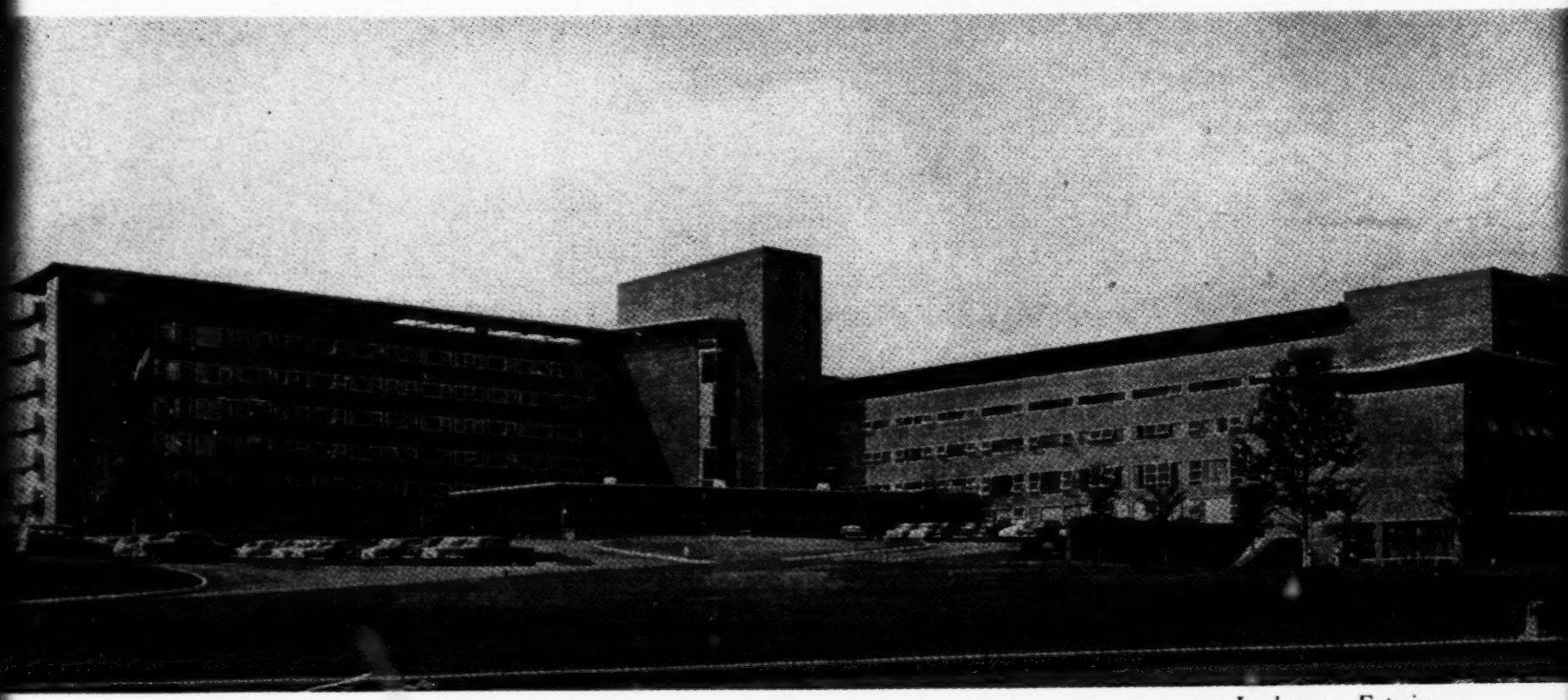
Chestnut—Exterior



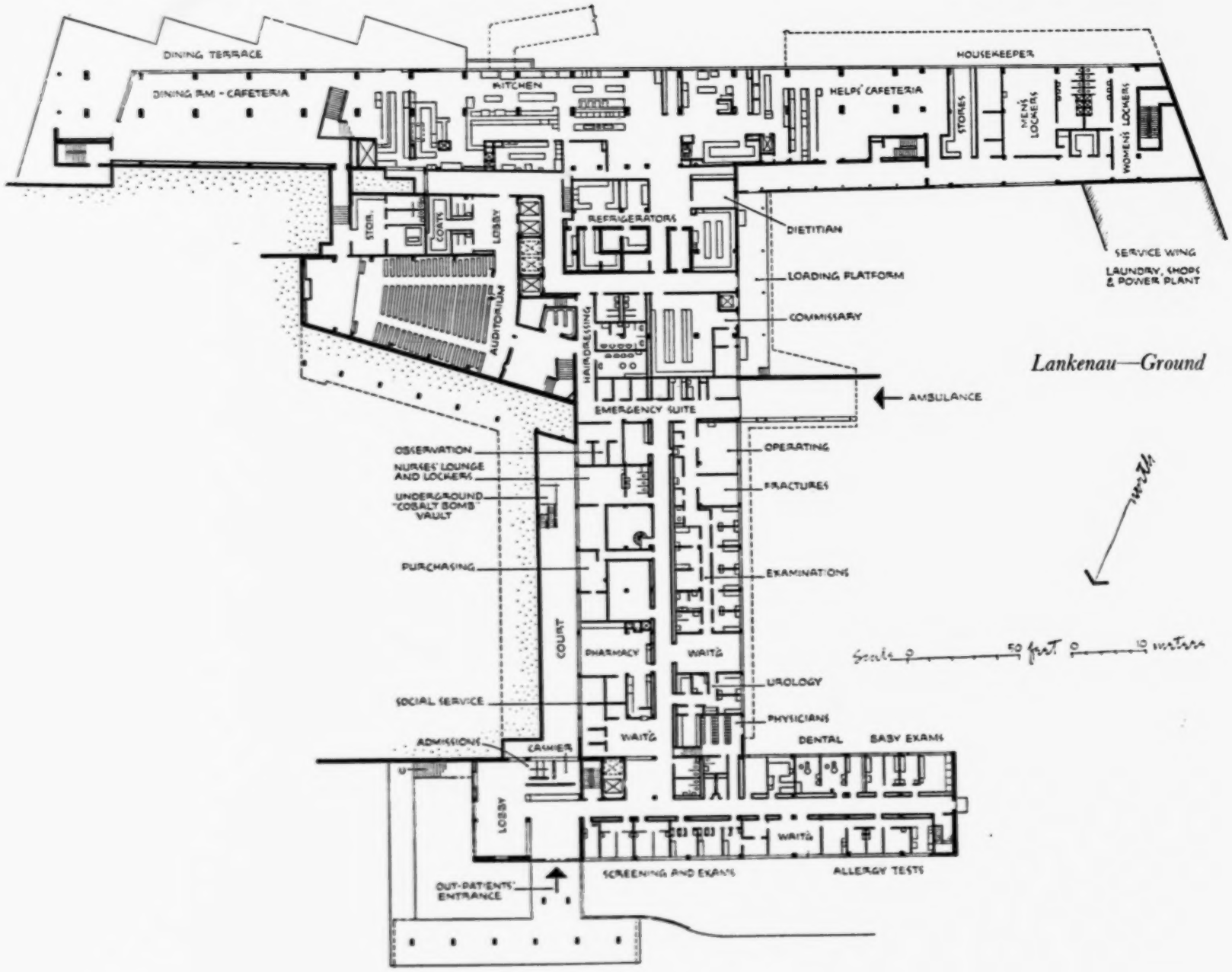
Chestnut—Interior



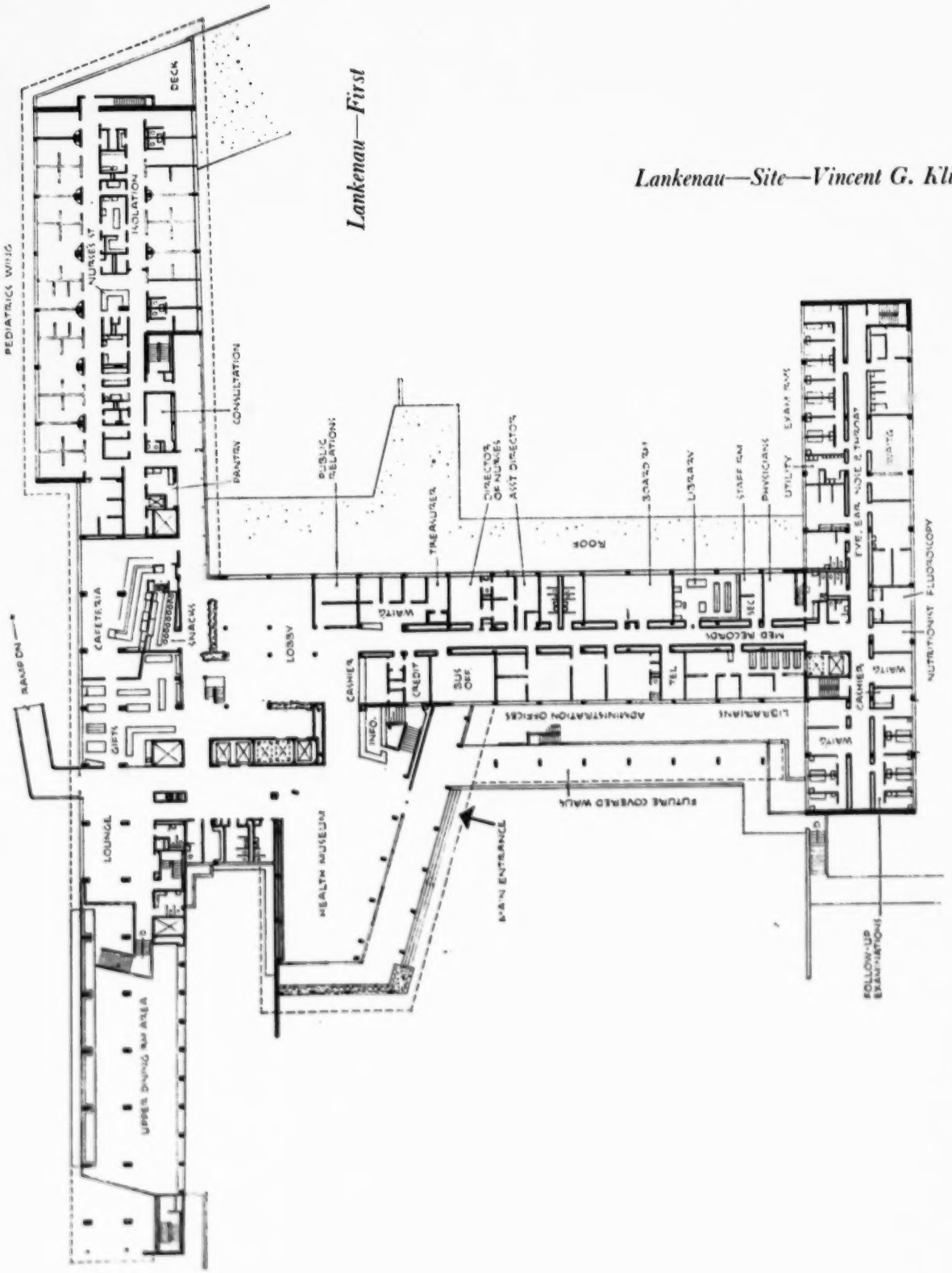
Chestnut—Future Plan



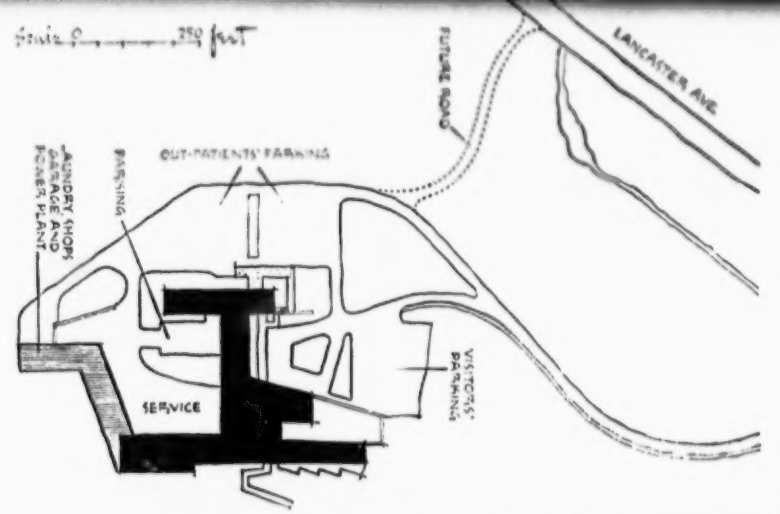
Lankenau—Exterior



Lankenau—Ground



Lankenau—First

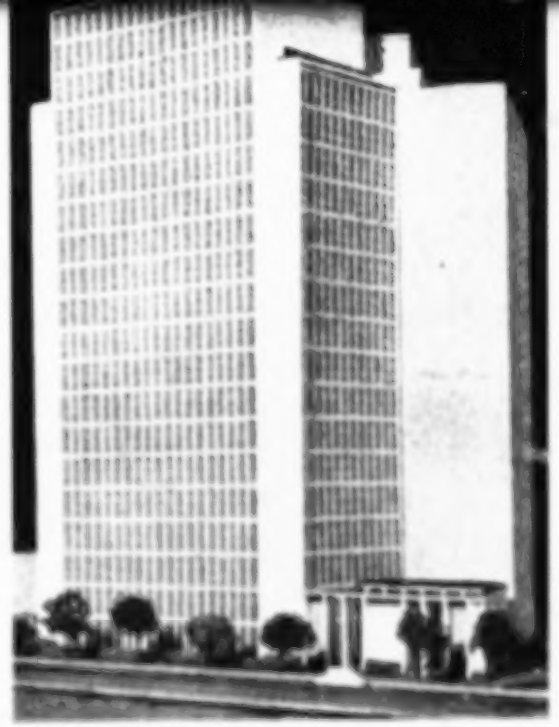


Lankenau—Site—Vincent G. Kling, Architect

Hospital administrators, in planning new buildings, have more and more assumed the responsibility for providing in them facilities for general health education, both preventive and curative. In the big new Lankenau Hospital and Health Center near Philadelphia even the visitor, on entering, finds it impossible to sidestep an educational impact, since the main lobby communicates directly with a medical museum of great interest. Generally elsewhere in the building much skill has been shown in linking together areas which serve the general public. Lectures and demonstrations for the profession and the public, as well as staff meetings, are held in the auditorium. Worthy of note is the extraordinary attention given to vehicular access and parking, a problem which in hospitals is probably more formidable than in any other type of structure. Service, visitor, out-patient, and ambulance traffic on this site flow without interruption to and from broad protecting canopies on all four sides of the building.

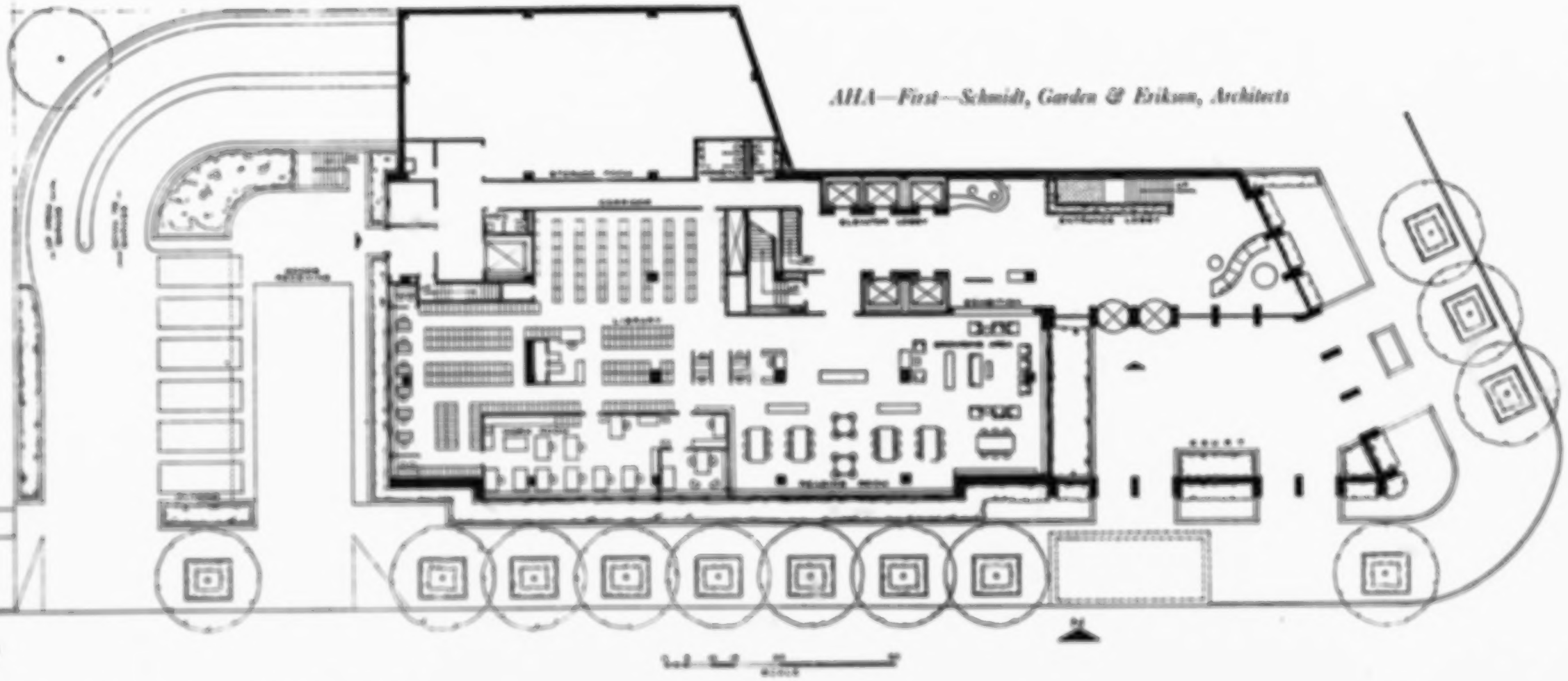
Similar facilities for general and informal health education characterize other hospitals constructed or projected during the past decade: at the East Bronx Hospital Center, New York; for Yeshiva University, in the same city; and at the Long Island Jewish Hospital—in the New York area alone.

Nearing completion in Chicago is the multi-storey headquarters of the American Hospital Association. Certain floors will be occupied by tenants, all of whom are concerned, directly or otherwise, with the promotion of health. These tenants, as well as hospital administrators and physicians and, on occasion, the public, may use the Association's library. It is located on the ground storey; is easily reached, yet achieves privacy from the entrance lobby; and has secluded alcoves for reading and study. On the second storey are found a good-size auditorium, audio-visual facilities, class and conference rooms. A pantry is so located as to permit food service to all these areas.



AHA—Exterior

AHA—Second

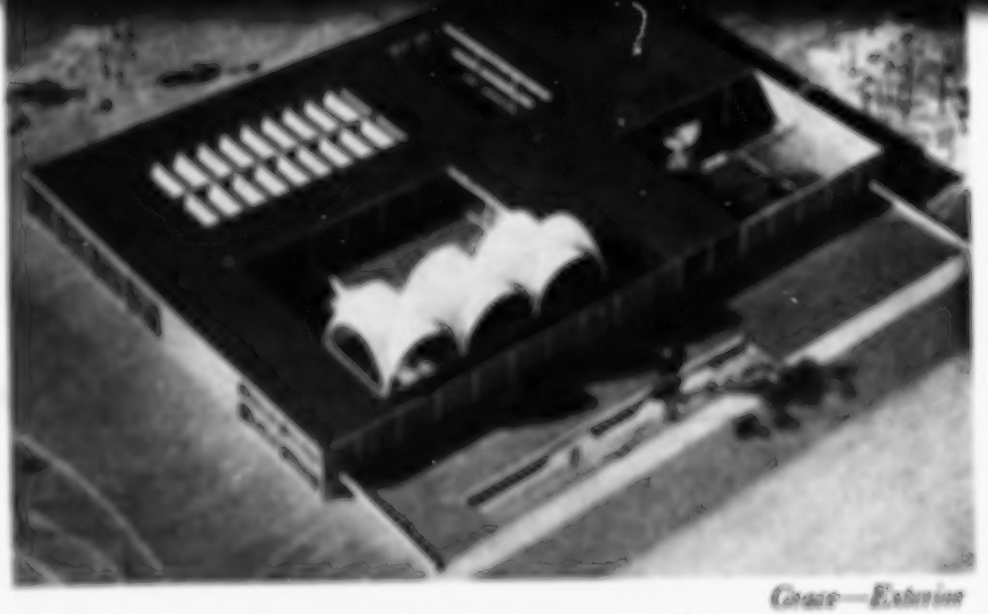


AHA—First—Schmidt, Garden & Erikson, Architects

RELIGIOUS BUILDINGS

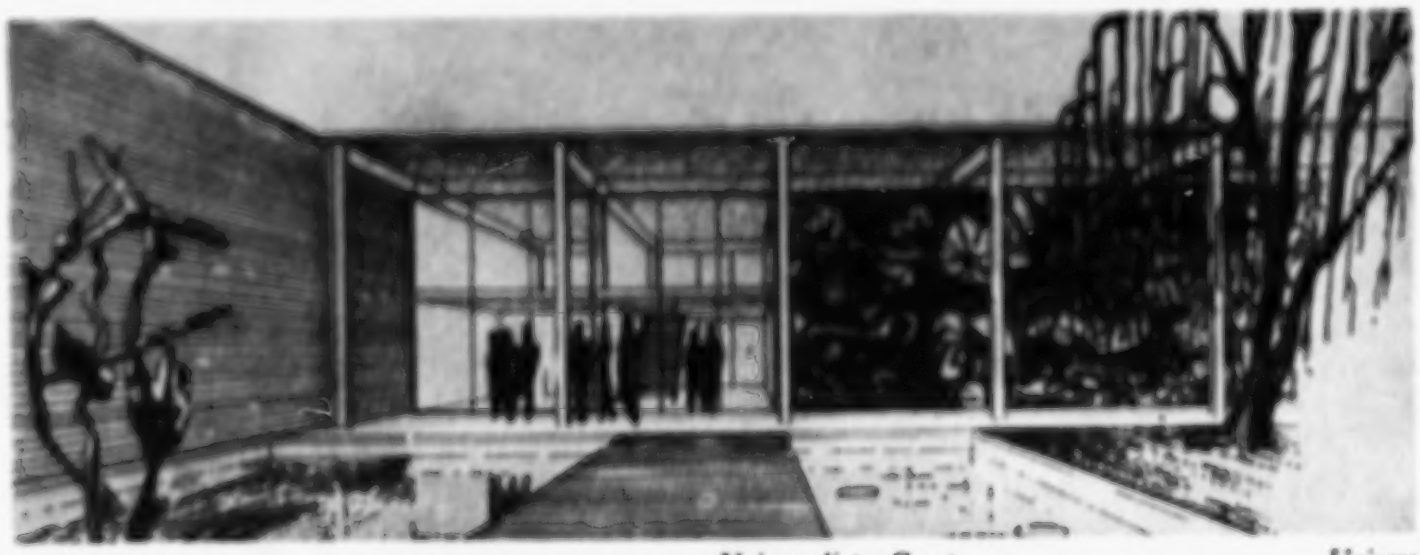
Sympathetic observers have hailed a religious revival of major proportions since the War. If brick and mortar are reliable witnesses, they have more than proved their thesis. Most recent church architecture has been characterized by elaborate provisions for adult education. Indeed, it has been estimated that approximately fifty percent of the Protestant Church building dollar goes for education, fellowship and recreation; and something like the same proportion is probably allocated to these purposes by American Jewish congregations, at least those of the Reformed persuasion.

A basically four-square but imaginative plan is that recently developed for the First Universalist Church in Chicago. The site is at the intersection of two noisy streets in a congested part of the city. Accordingly, this little building has been detailed with largely blank exterior walls (although there are enough pierced openings to permit outsiders to glimpse the quiet court within) — a device which ensures privacy and induces contemplation. The Fellowship Hall is separated from the church auditorium by a courtyard and pool, traversed by a foot-walk, as shown in the accompanying sketch. It will be extensively used for adult educational as well as church-school purposes.

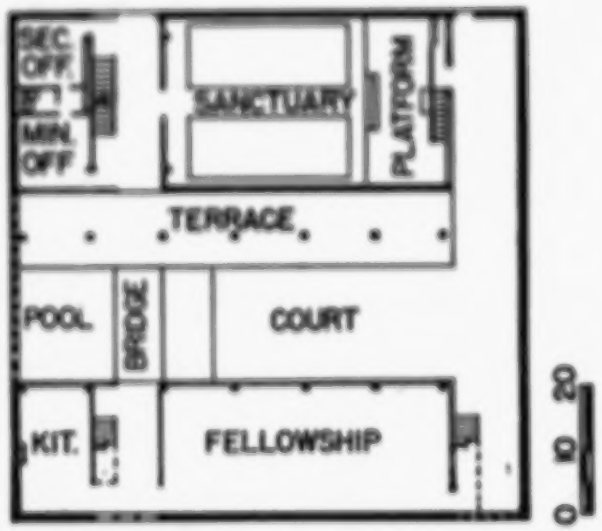


Grace—Exterior

Another project of the same introspective character but affording much more diversified facilities is that for Grace Lutheran Church and School in Teaneck, New Jersey. The plan exhibits a rich interplay of cloister and enclosure, strikingly evident even as one approaches the entrance loggia, which is adjacent to the sanctuary and which leads to the educational, social and recreational areas of the church. Facilities here include a library, convenient to all classrooms; a faculty parlor; rooms on the ground storey for handicapped communicants; a kitchen between gymnasium and cafeteria serving, on occasion, both; and, on the second floor, workshops for manual training and domestic science.



Universalist—Court



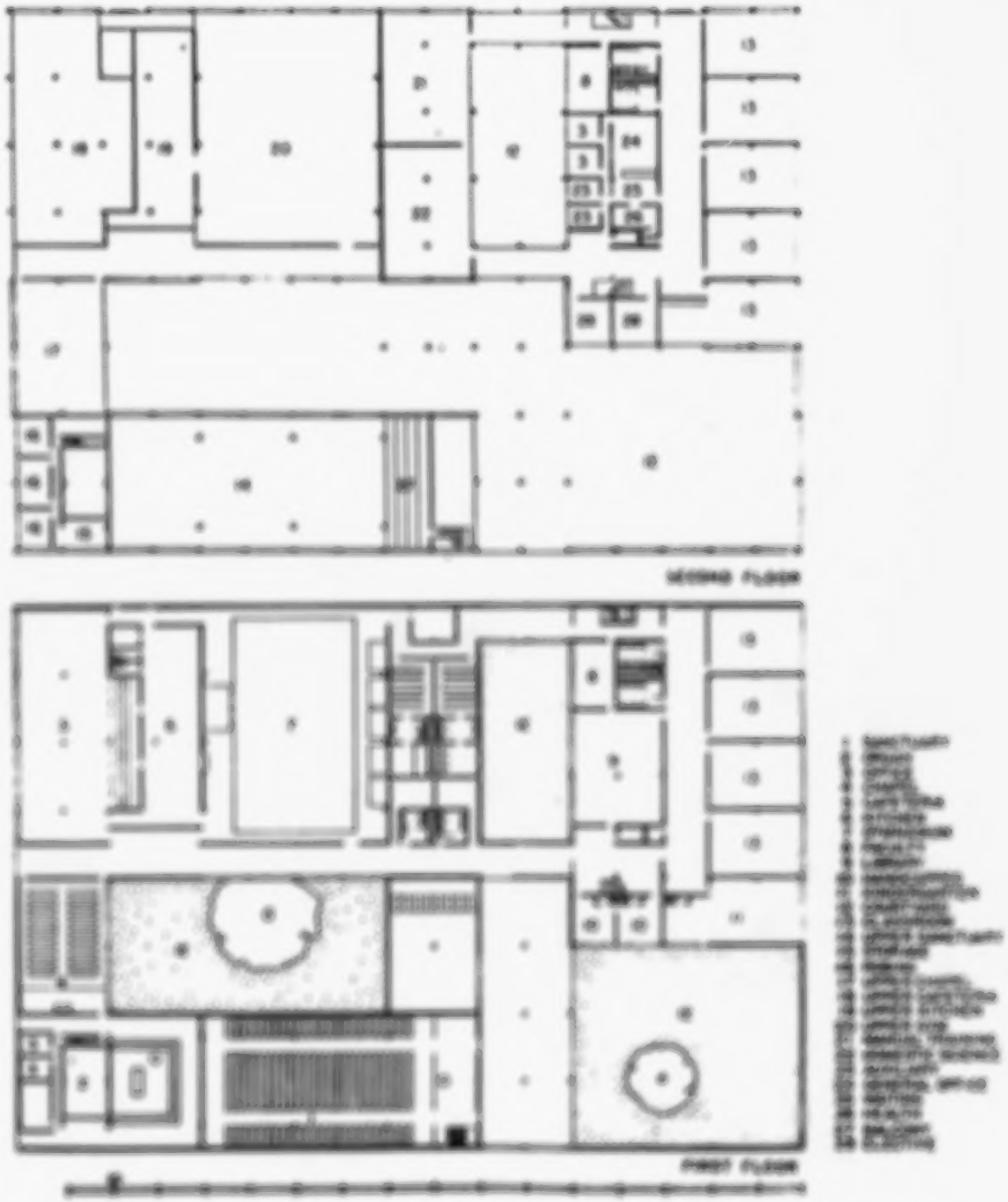
Universalist—Plan—Schuvikker & Elting, Architects

Grace – Plans – Paul Schweikher, Architect

A happy mingling of dignity and charm characterizes the First Presbyterian Church at Cottage Grove, Oregon. Adult learning can, on occasion, spread all around the L-shaped area which begins with the hospitably located parish hall and ends with the nursery. Especially noteworthy is the placement of this area and of the garden courtyard so that both act as buffers for sanctuary, chapel and study. Kitchen and storage elements occupy a strategic central position between adult and youth learning-centers. The great boulder at the entrance, with its rock-of-ages significance, introduces — by ingenuous means — a welcome touch of grandeur.

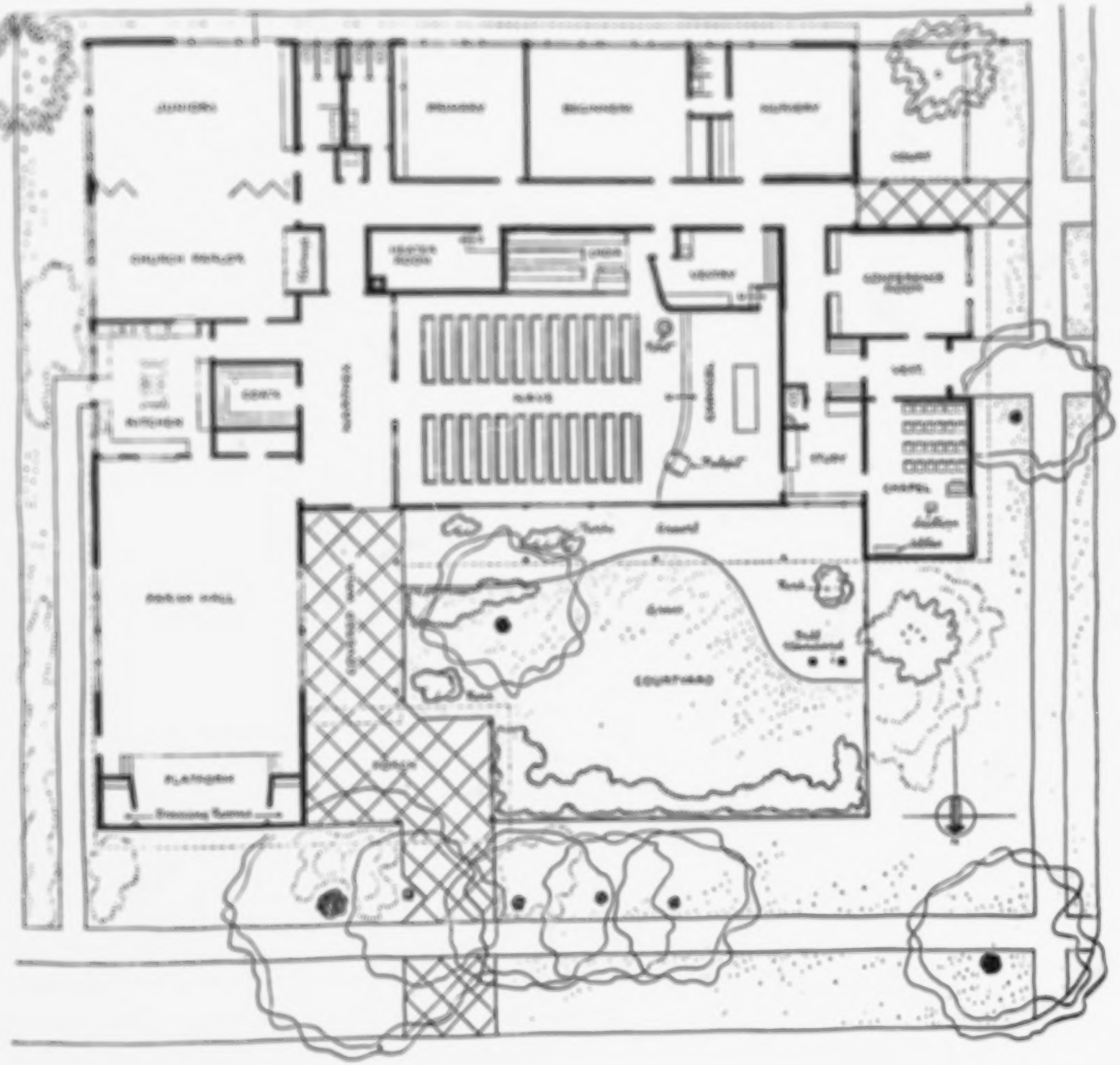
At San Mateo, California, the first stage of a religious project of uncommon interest has recently been completed. When fully expanded, the complex, for which about two-thirds of the funds were supplied by a local Baptist church, will serve as chapel, school and community center for Chinese-American families in the vicinity. Not only are Chinese youngsters during the daytime instructed here in the ancestral language, but at night their parents come together to learn better use of English; at which time they also participate in a broader cultural program. There is a residence minister; and until the church proper (shown in light outline) is added, services take place in the classroom area, which is equipped with folding partitions, and has separate outside access.

The Jewish Temple in America today is conceived of as a place which, while "designed primarily for prayer, teaches by every means to help the pious wish become reality". Temple Emmanuel, in Denver, Colorado, as the plan shows, carries out this concept with extraordinary thoroughness and skill. Like many recent church structures of all denominations, it is geared to the motor age. Lying on the outskirts of the community, it occupies a spacious site, on which vehicular approach, discharge and storage has been provided for with much forethought. The problem of irregular attendance — common to churches of many faiths — dictated the shape of the sanctuary, in which folding partitions make possible a doubling of capacity on high holy days. The sanctuary is frequently also used for presenting concerts of liturgical music and religious plays and pageants. For community functions — lectures, banquets, secular theatricals, dances, movies — the social hall is used; and, in case attendance requires it, the hall can be enlarged by combining it with the gymnasium adjoining. The compact and adroit grouping of this entire area deserves special attention.



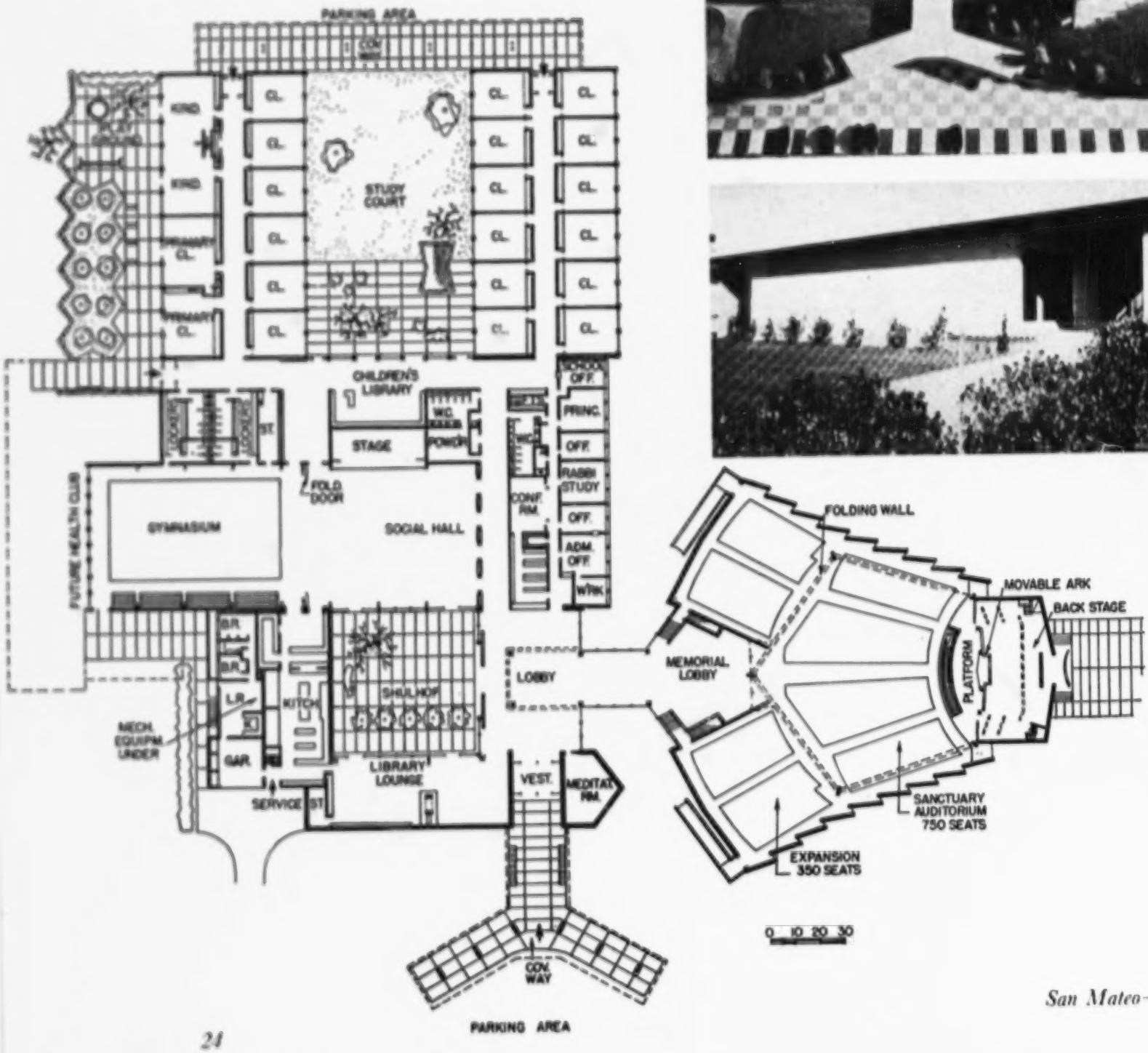
Other religious buildings especially adapted to college communities will be found in the Section entitled "College Buildings"; a Methodist Negro Community Center under "Community Centers".

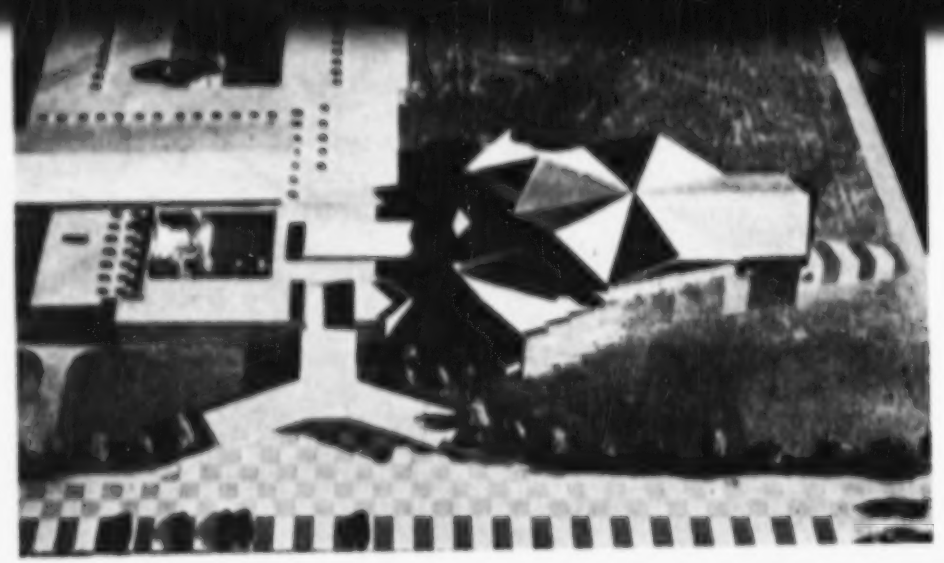
Cottage—Plan—Pietro Belluschi, Architect



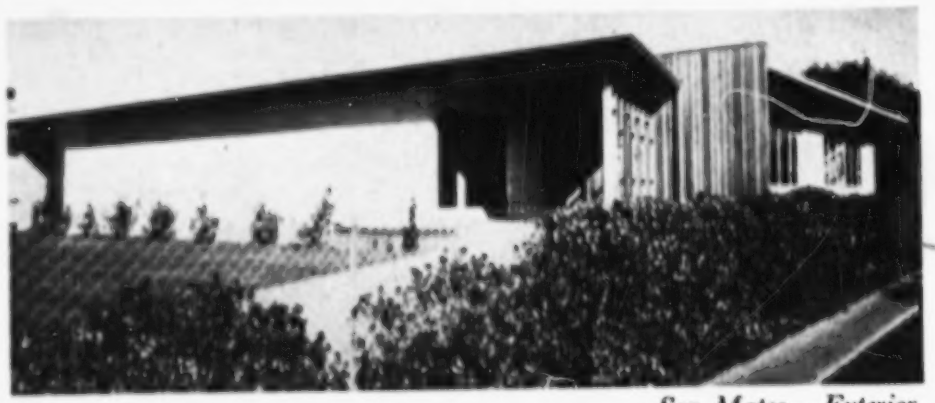
Cottage—Exterior

Emmanuel—Plan—Percival Goodman, Architect

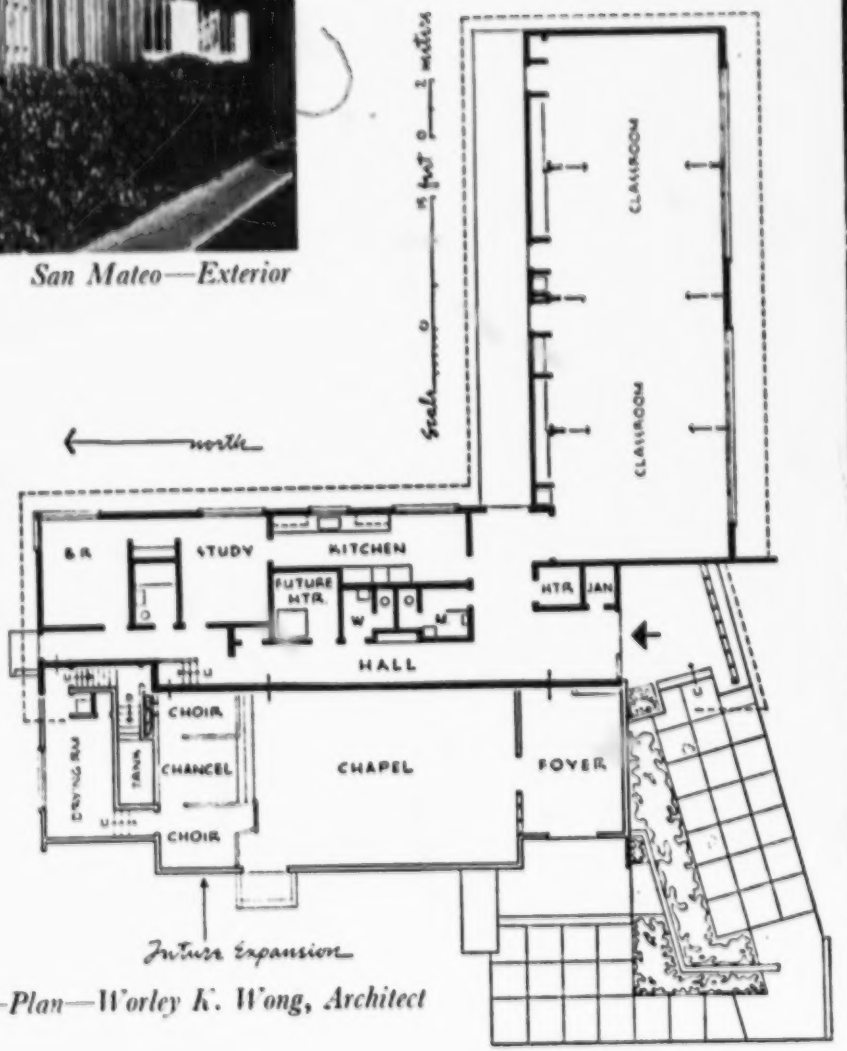




Emmanuel—Exterior



San Mateo—Exterior



San Mateo—Plan—Worley K. Wong, Architect

BUILDINGS FOR INDUSTRY

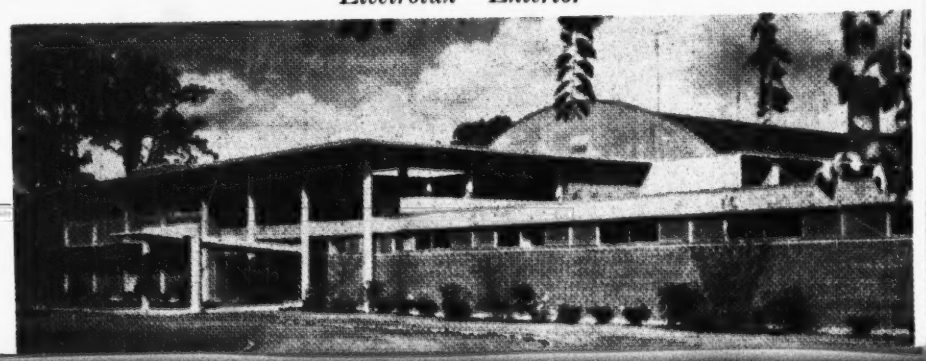
Adult education and retail trade might seem, viewed casually, the most unlikely of intimates. Yet the great Back Bay Shopping Center at Boston makes room for a convention hall, exposition space, and an auditorium. Such projects are undoubtedly infrequent. Often found, on the other hand, are buildings sponsored by individual corporations for the recreation and the social and cultural growth of their employees. One of the most forward-looking of these is the Electrolux Center at Old Greenwich, Connecticut. Although the facilities are only a hundred feet from the factory itself, they occupy a fourteen-acre site, and include playing field and picnic areas for 2000 workers. In the Center itself the impressively large entrance lobby serves not only to connect the three wings, but as a barrier between the bowling alleys and the quieter recreation, lounge, and meeting areas. The snack-bar is attractively located; and the stage of the recreation hall doubles as small-game room, and triples as a children's movie theater. The hall, again, is gymnasium, theater, lecture, assembly, and banquet room, in turn. The second storey plan, invitingly open in character, discloses an outdoor terrace, a hobby room for photographers, and three clubrooms of different sizes and shapes, with moveable partitions. Serving pantries are centrally located on both floors.

Electrolux—Plans—Antonin Raymond & L. L. Rado, Architects

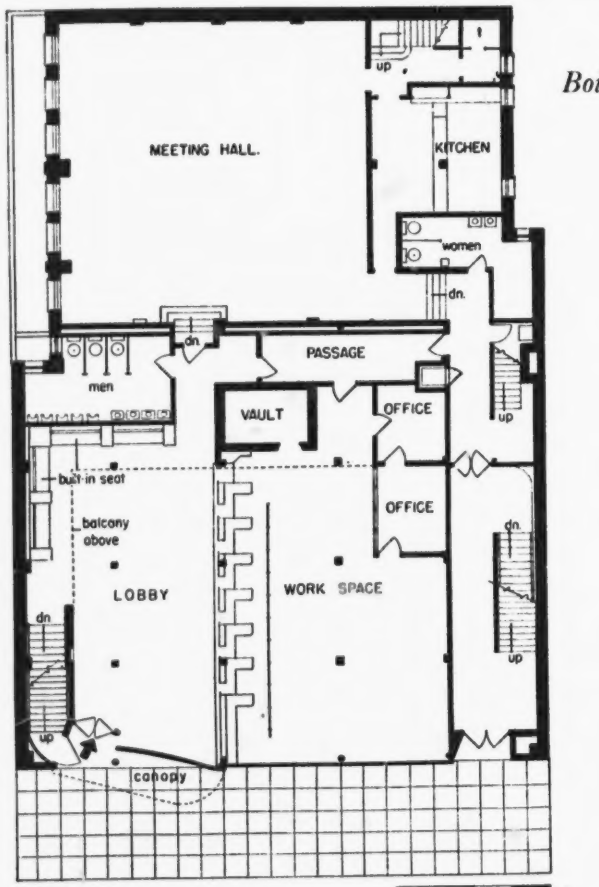
Electrolux—Snack

Electrolux—Entrance

Electrolux—Exterior



Boilermakers—Exterior Before



Boilermakers—First—Pietro Belluschi, Architect

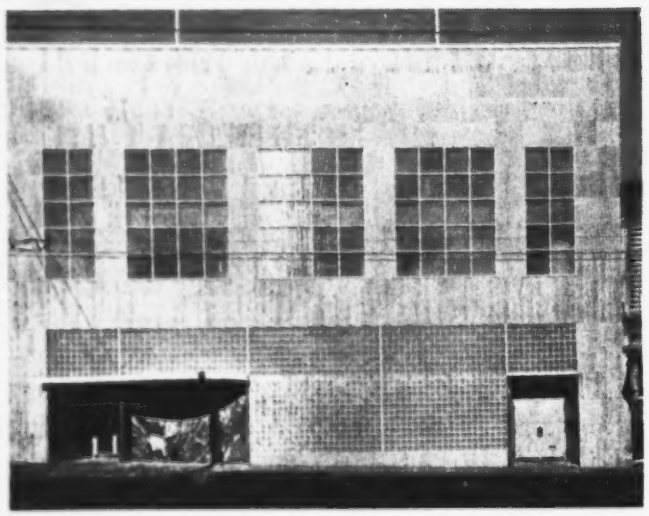
Sometimes such projects have been financed on a matching basis — the community and the corporation sharing the cost —; the Community Center at Hickory, North Carolina, being a well-known example. Cooperatives, too, have recognized their value and, like the State Farm Insurance Company at Bloomington, Illinois, developed comprehensive educational facilities for the benefit of their memberships.

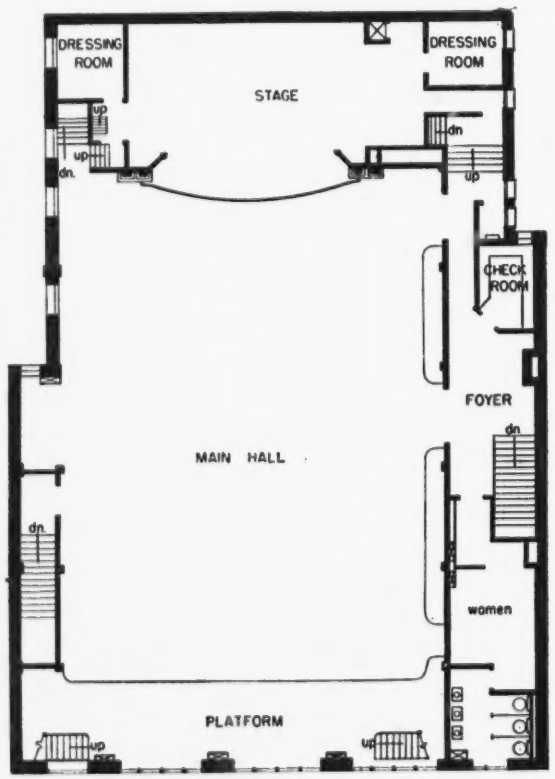
Labor unions have come a long way up from the pool-room and bowling-alley standards which used to prevail in those headquarters areas not given over strictly to business. The Boilermakers Lodge, in Portland, Oregon, is a transitional building, functionally: other unions elsewhere have since instituted far more extensive facilities for adult education. But the structures used have not often been distinguished for good planning or design. The Portland Lodge shows how a humdrum loft building, which had nothing to recommend it but simple framing and an excellent downtown location, was transformed into a tasteful working entity. The extent of remodeling is suggested by the before-and-after photographs of the old and new facades. The main hall on the second storey is distinct from the union meeting hall below; and is used for quite distinct purposes — educational as well as athletic.

One of thirty similar buildings now being erected near large cities all over the country, the General Motors Training Center at Omaha provides not only technical workshops and class rooms for instruction in automotive assembly, but general meeting and dining rooms as well. These latter also set the stage for lectures, discussions, and demonstrations on a variety of subjects of interest to employees, their families and, not infrequently, the general public. At such times the adjoining lunchroom is pressed into service for suppers or late evening refreshment. All the Centers are completely air-conditioned, which accounts for the interior location of some of the more important areas.

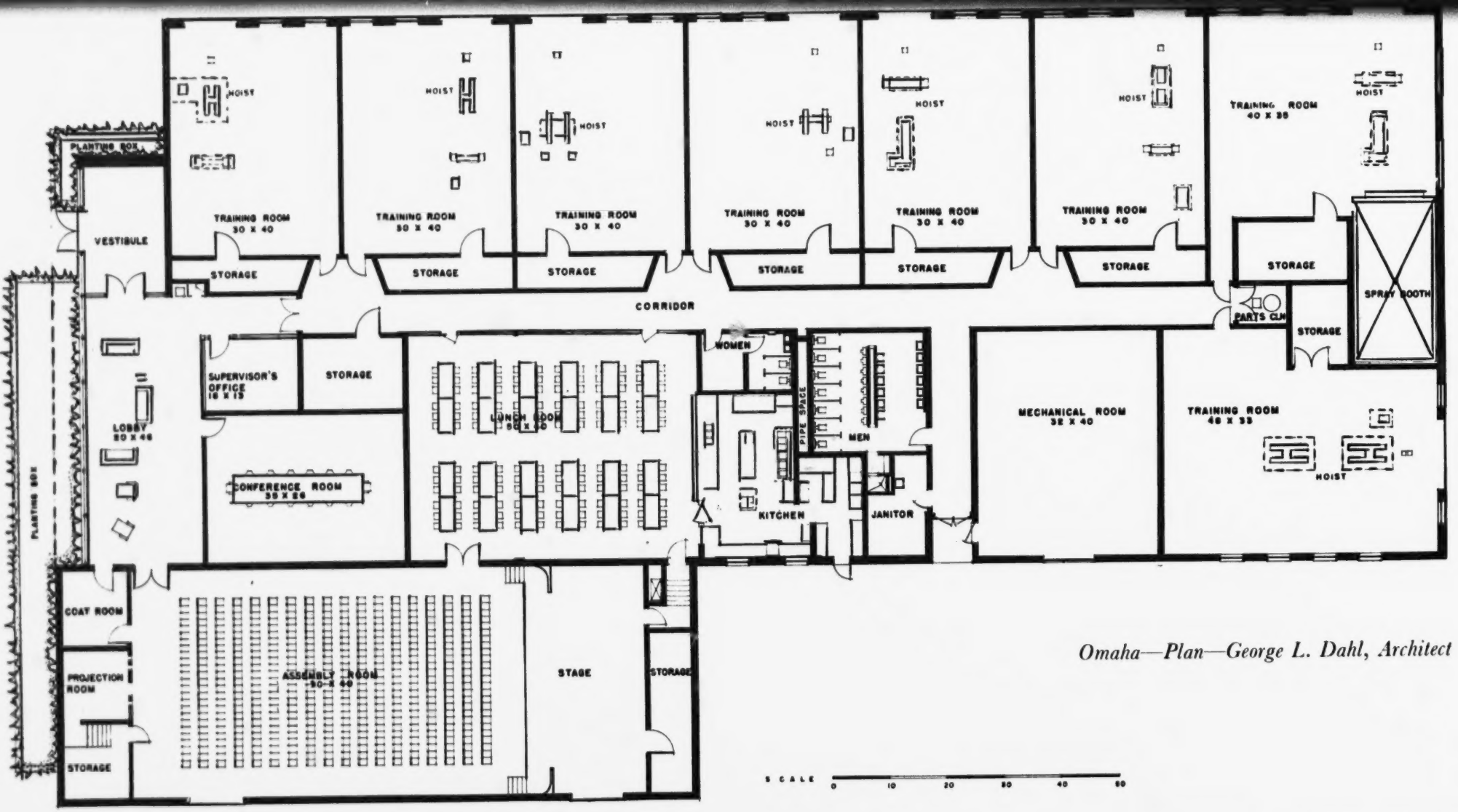
There is an accelerating trend in recent years toward reserving space for adult education in the techniques of a whole industry in home office buildings. It began among those industries which have a direct stake in public welfare; insurance companies taking the lead. New headquarters for Phoenix, at Hartford, Connecticut, and for North American Life and Casualty at Minneapolis, feature large assembly rooms separated from the skyscraper stack and easily accessible both from the elevator lobbies of the building, for the

Boilermakers—Exterior After



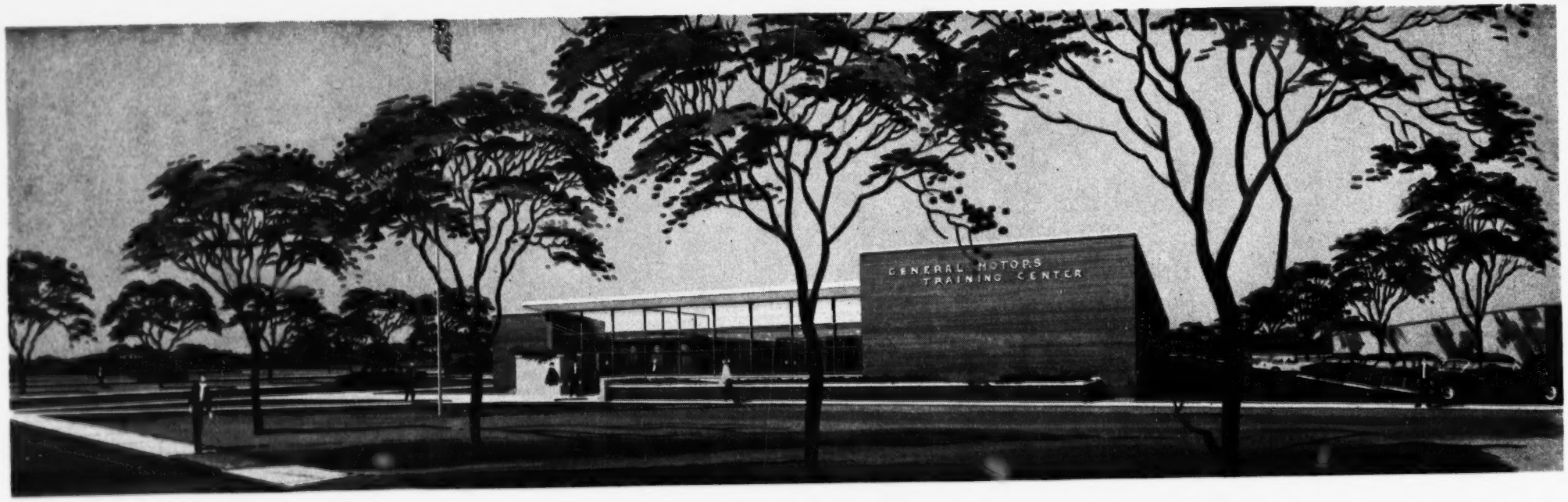


Boilermakers—Second



Omaha—Plan—George L. Dahl, Architect

Omaha—Exterior

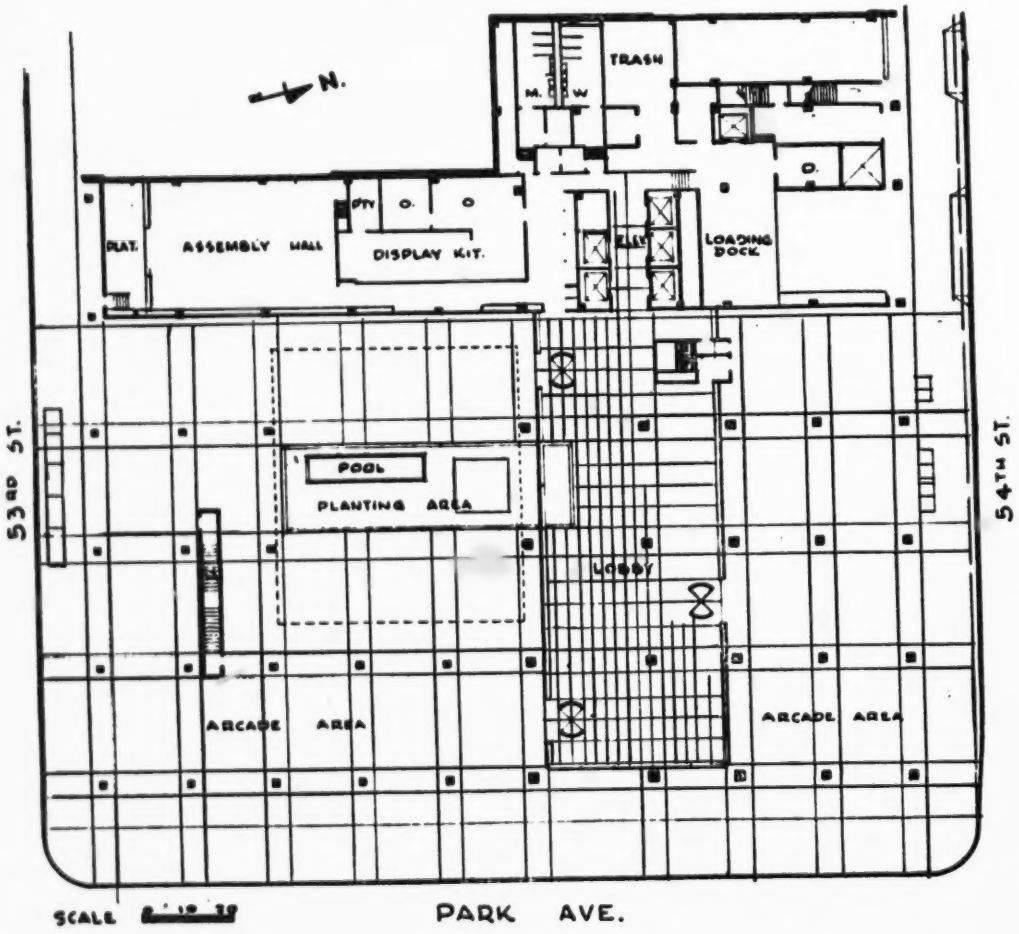


Lever—Exterior

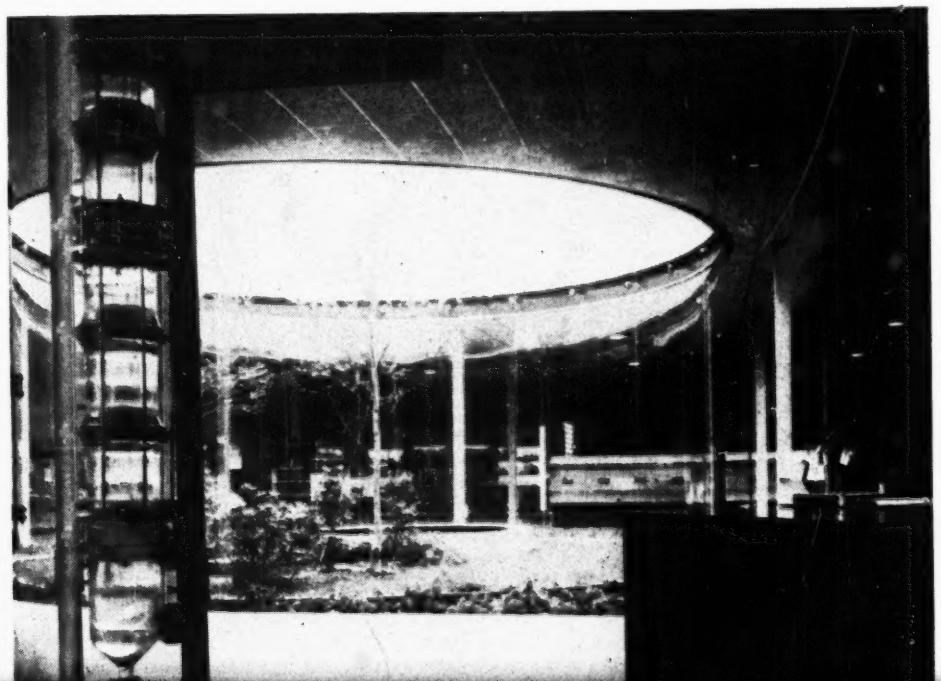
convenience of employees, and from the street. In both instances, the assembly rooms are closely integrated with cafeterias; and at Phoenix the two facilities are considered important enough to be assigned ground level (and one-storey) space on a rather limited urban site.

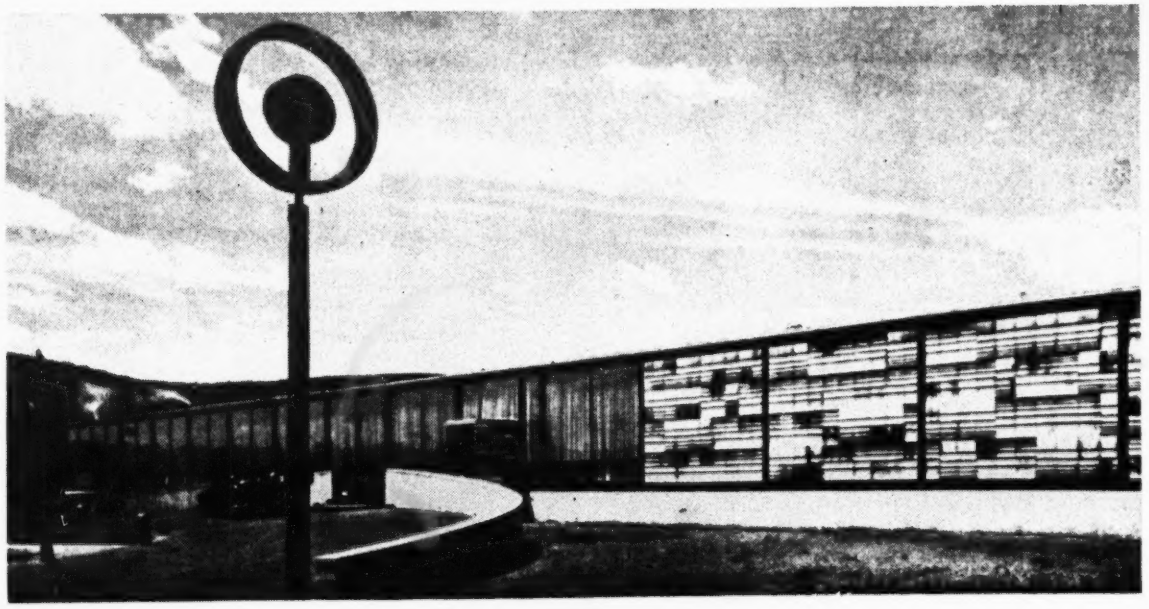
But the sense of responsibility for public enlightenment has not been left to those industries which, by traditional standards, may be classed as of the "public service" type. It appears elsewhere, too: in somewhat embryonic fashion, but unmistakably, for instance, in Lever House, completed a few years ago in the heart of mid-town Manhattan. The Lever office building is a distinguished one in several respects. In mass, in structural detail, in elegance of finish, it is a landmark. The most conspicuous of its attributes, perhaps, is the sweeping gesture of civic amenity and welcome by which the sponsoring company chose to forswear the high ground rents which might have been available on the chosen site and, except for a generous lobby and public areas, vacated the entire street-level storey. This freed volume becomes a great loggia-like concourse, enlivened with a fountain and garden through which, since the building fronts on three streets, pedestrians may pass at will. In short, the company, convinced of the superior accessibility of an intown location, made up for its limitations by setting its extensive office facilities on stilts, "creating" a site underneath instead of around them. Of particular interest to our survey are the small auditorium and products display area just off the elevator lobby.

Lever—First—Skidmore, Owings & Merrill, Architects



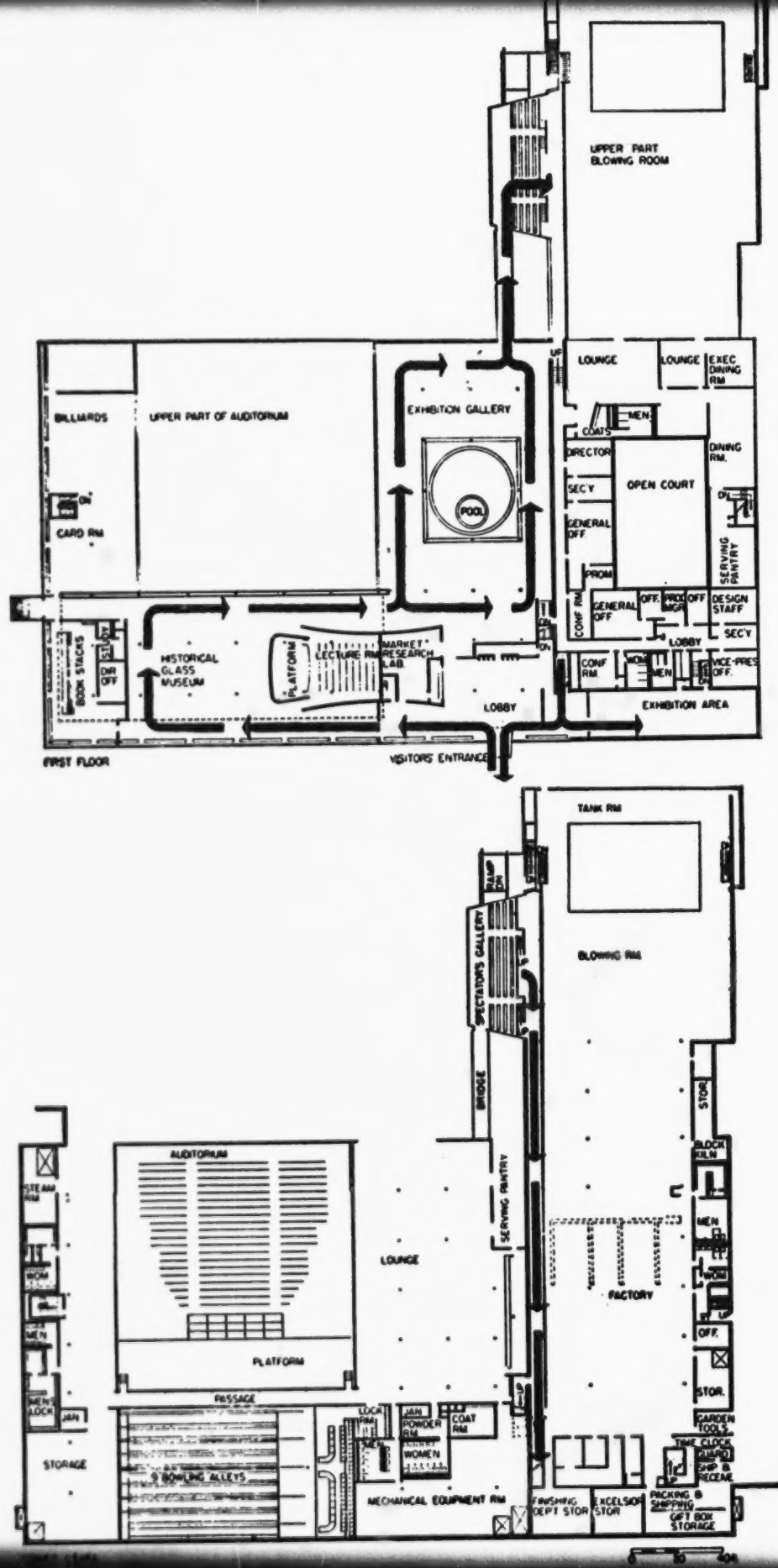
Corning—Court





Public education in the significance of an industry has reached something like consummation in the Corning Glass Center, at Corning, New York. The Center, developed by a division of the Pittsburgh-Corning Corporation whose chief concern is the production of hand-crafted glass products, accomplishes four objectives. It comprises a museum in which are shown a choice collection of glass artifacts, both historical and modern; a library which probably houses the largest collection of books and manuscripts relating to glass in the entire world; demonstration areas, in which the visiting public may not only witness, from galleries, the actual manufacture of glass in the factory, but may also, through audio-visual demonstrations, become acquainted with glass-manufacturing processes in all ages and all regions.

Lastly, the Center is a kind of industrial human-relations project. Workers in the plant get to conceive their individual activities as parts of an absorbing whole; and the rather limited cultural advantages of a small town are augmented through a program of lectures and dramatic performances. Facilities at the Center are comprehensive enough to accommodate an entire season of summer theater, as well as national conventions of art groups. Note the arrows shown on the plans: they indicate the flow of visitor-traffic. Some three thousand persons go through the Center every day.

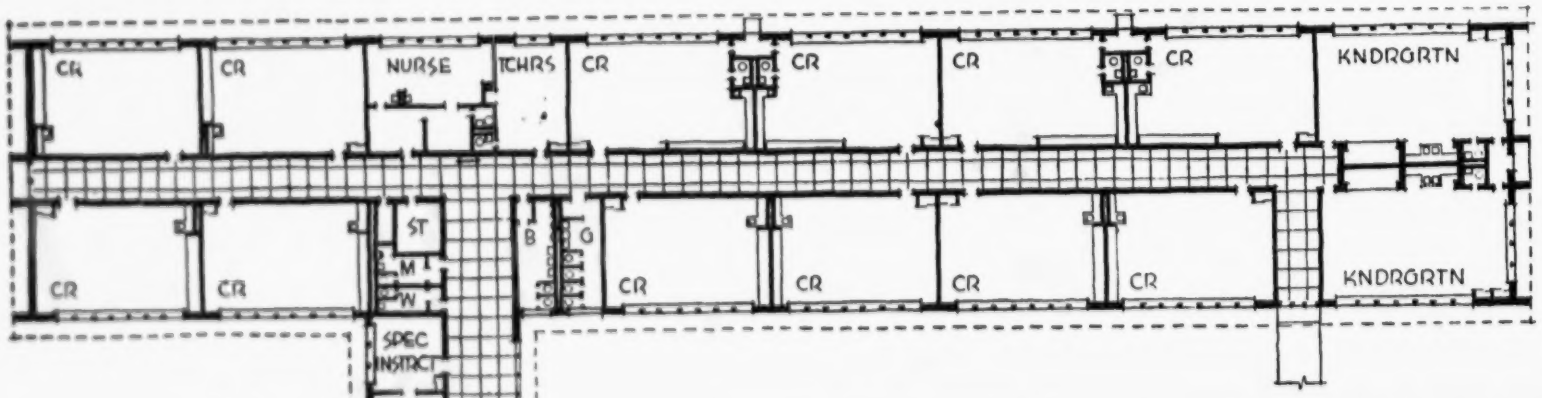


Corning—Plans—Harrison & Abramowitz, Architects

ELEMENTARY SCHOOLS

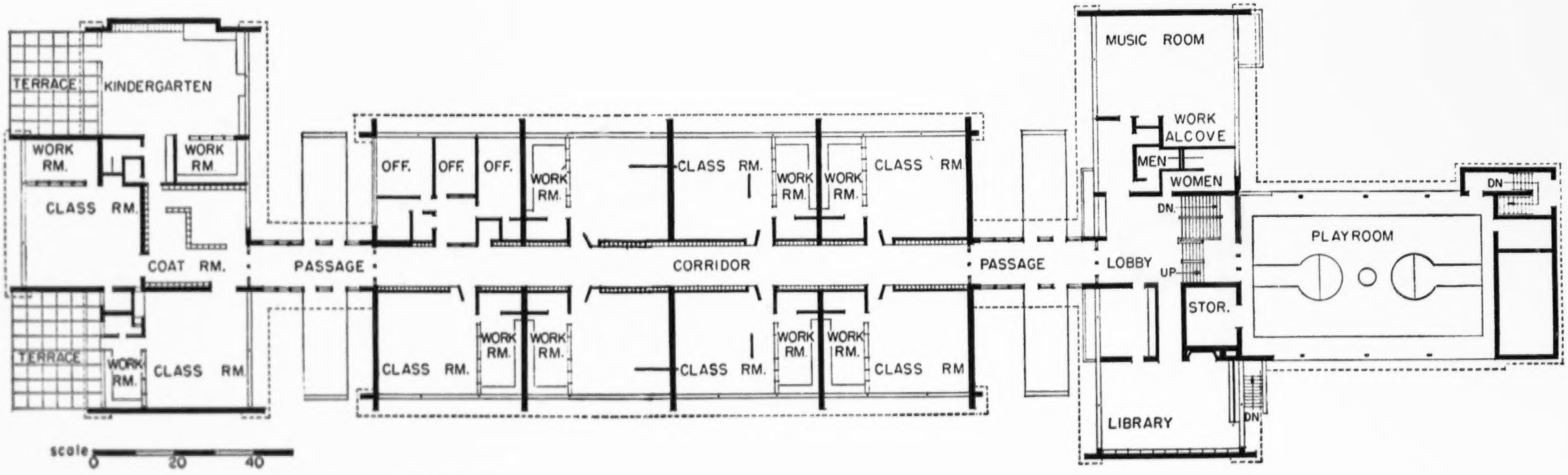
It is not certain just where adult education, in the liberal and informal aspect we are scrutinizing here, began. But beyond any doubt the schools — and we might even go farther and say the public schools — do now, and will continue to furnish most of the housing for it. Consolidation helped by creating school plants so large that adding space which might be used alternatively by children and adults meant only a negligible increase in unit classroom costs. Chief among such facilities, in the elementary school, is the multi-purpose or group room; almost unheard of among "grammar schools" at the beginning of this century, rare even at the onset of the Second World War, but today almost universally regarded, quite apart from its community value, as an indispensable adjunct.

During the past decade or so, hundreds of multi-purpose rooms have been incorporated into the plans of elementary schools all over the country in such a way as to permit their use, after school hours, as arenas for adult assembly, lecture, discussion, dancing, dining, exhibit, and drama. A prototype of such plans is that of the elementary school at Ardsley, New York. In this low-cost, low-maintenance building, with its double-loaded corridors and wall-bearing structure, the economical approach is carried into the multi-purpose sector. The main entrance lobby, protected by an outdoor canopy, leads not only to the group room but, with a minimum of square-footage, to the library, the cafeteria, the administrative offices, the public toilets; and beyond, of course, to the exclusively child-reserved part of the building. When the school is turned over to adults the non-classroom areas, zone-heated, may be very easily separated from the rest of the plant by closing doors at the turn of the corridor.



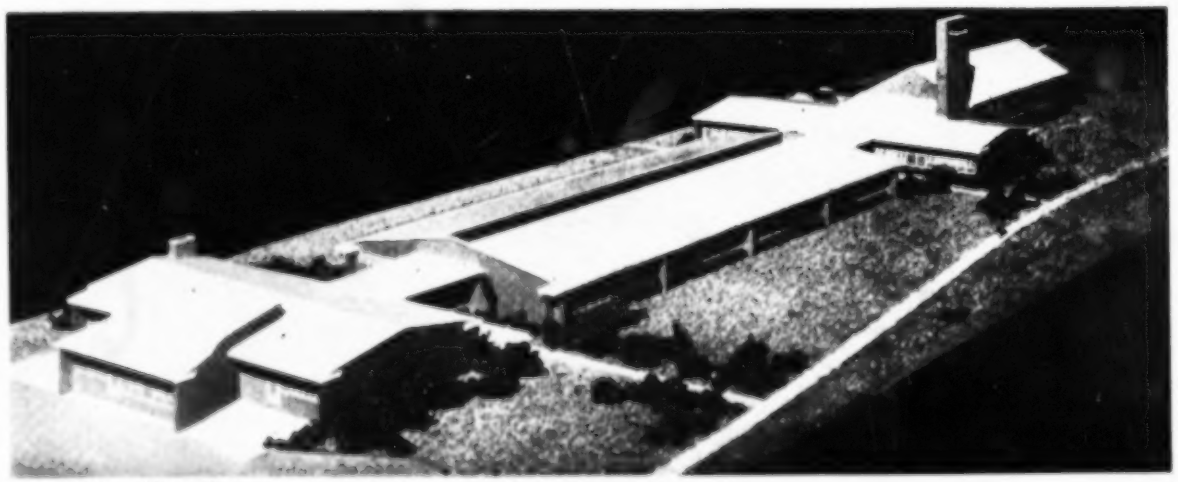
Ardsley—Plan—Robert A. Green, Architect

Ardsley—Exterior

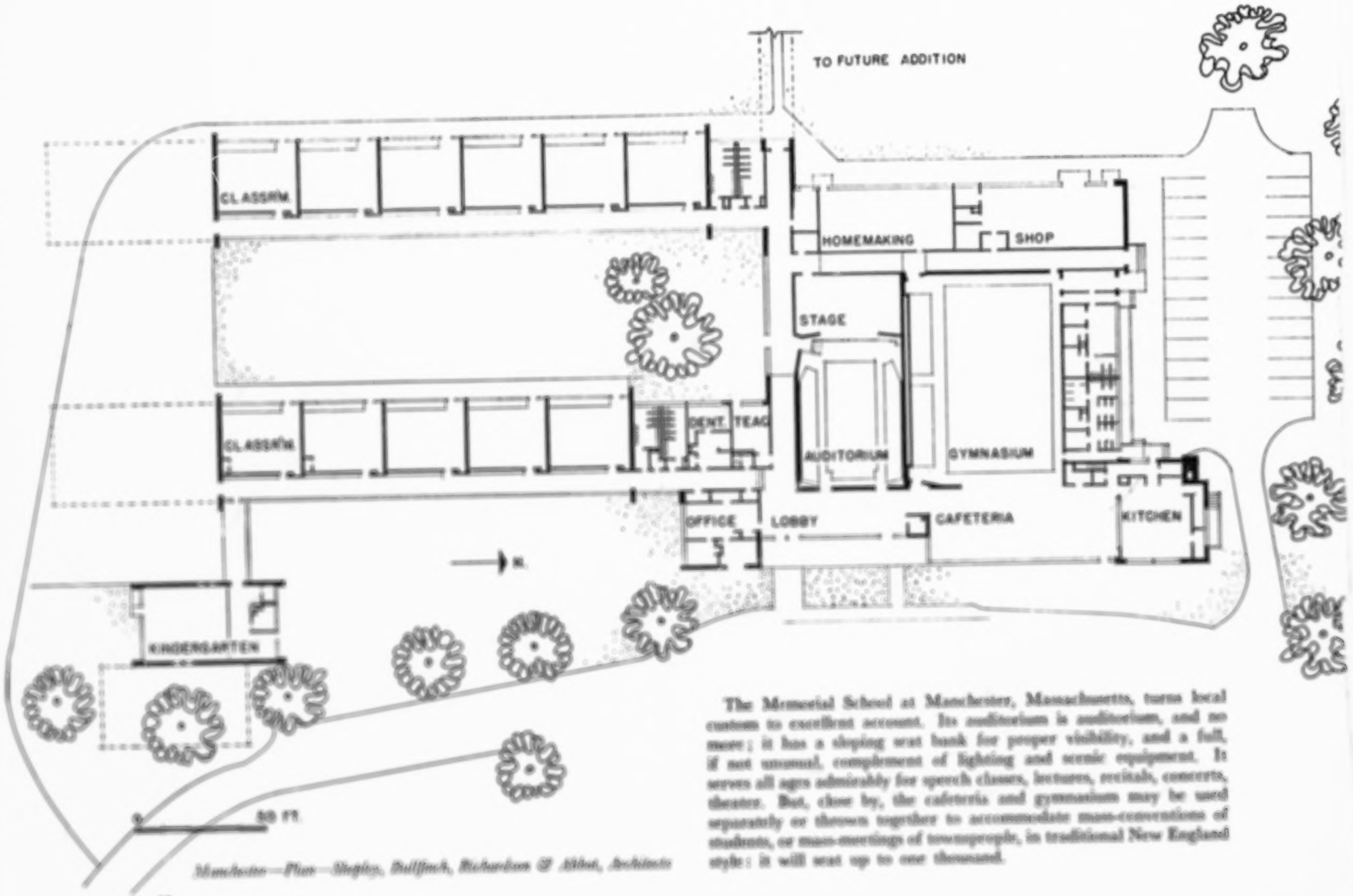


Parkside—Plan—Perkins & Will, Architects

Even more complete is the segregation of child and part-time adult facilities in the Parkside School at Riverside, Illinois, which made school-design history a few years ago. Here the entrance lobby for the upper grades (at the right of the plan) runs through the building. To the right, again, is the "playroom" — our familiar multi-purpose room — library, and music room. Topography makes for a split-level development of this portion of the layout. Half-a-storey below is a visual-aids room with a stage, also available for adult use. Good features are the big general-storage elements — of great importance in elementary schools used by grown-ups, as we have previously observed, since they must often take care of two different sets of chairs, tables and (sometimes) equipment; and a generous coat-storage room just inside the entrance.



Parkside—Exterior

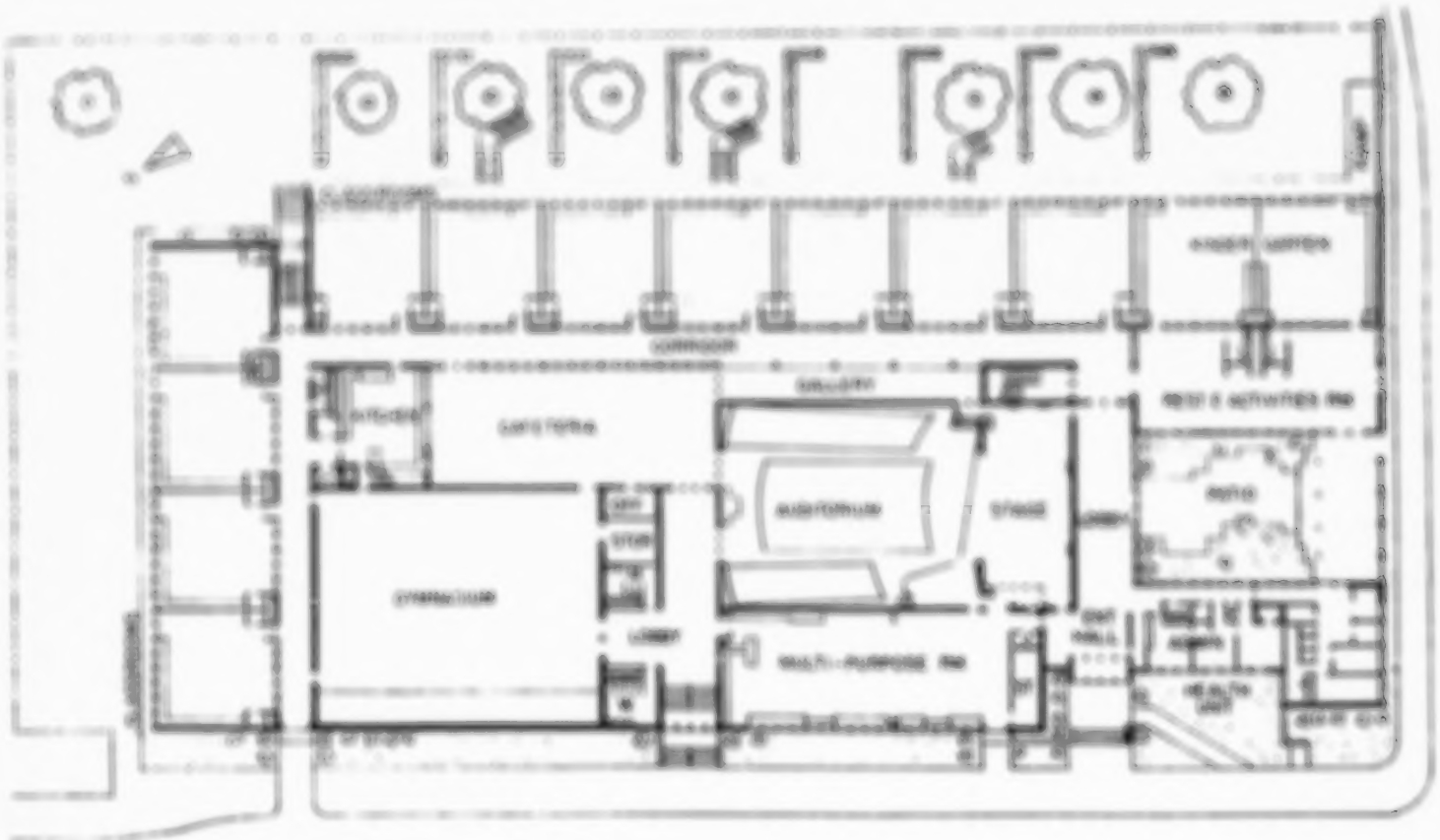


Manchester—Plan—Hegley, Bulfinch, Richardson & Abbot, Architects

The Memorial School at Manchester, Massachusetts, turns local custom to excellent account. Its auditorium is auditorium, and no more; it has a sloping seat bank for proper visibility, and a full, if not unusual, complement of lighting and scenic equipment. It serves all ages admirably for speech classes, lectures, recitals, concerts, theater. But, close by, the cafeteria and gymnasium may be used separately or thrown together to accommodate mass-conventions of students, or mass-meetings of townspeople, in traditional New England style: it will seat up to one thousand.

More and more elementary schools today are being designed as one-story buildings. But sometimes site-limitations, schemes for economy in brickwork, the desire to more fully exploit a favorable orientation or outlook, point toward a two-story structure. All these motivations were present during the analysis of the Stubbs Memorial School at Wilmington, Delaware. The plan is rectangular, with few indentations; the site is limited; at the rear and one side, away from the street, lies an attractive public playground and park. All formal classrooms on both floors face toward the park, and secure profound east and south exposure. On the ground story another and different combination of rooms becomes eligible for adult use. The cafeteria, sensibly in many respects, is acknowledged as an area of strictly limited adaptability, and relegated to an interior, skylighted location; the gym functions as gym alone; the auditorium, likewise, preserves its identity intact; and the multi-purpose room at Stubbs is, fortunately, left to its own less specific devices. Placed immediately adjacent to the main entrance, it is an inviting to step into as the living room left at home; and provides the setting for a constant round of youthful and adult activity. Underneath the school at the rear, where the ground falls away, the entire basement length of the building becomes a play-shelter, and opens up to the outdoor game areas in the park beyond.

Stubbs—Exterior



Stubbs—Ground—Victorine & Samuel Homsey, Architects

Sweeny—Exterior

Sometimes when a school plant is remodeled and added to, previously unsuspected opportunities for adult and community education reveal themselves. The twenty-two-year-old school building in the small town of Sweeny, Texas, contained nine classrooms, ill-lighted and awkward in shape. Instead of retaining them, in making plans for expansion, it was decided to build altogether new classroom wings better suited to the climate and to present-day teaching standards; and to convert the existing school into a combined administration, common-room and cafeteria unit. These clearly articulated facilities may be used in turn by children and adults, with a minimum of interference with each other's concerns. One fringe of the common or multi-purpose room acts as corridor; but since circulation to classrooms is not involved, this increasingly popular space-saving solution does not suffer here the usual handicaps to orderliness, privacy and control. To compensate for a small site, and to provide shaded play-area under an almost cross-shining sun, the central classroom unit has been elevated a full storey above ground; a device which would have been uneconomical in a cold climate.

Sweeny—Plan—Donald Barthelme & Associates, Architects

HIGH SCHOOLS

The steady progress toward larger and larger physical plant has affected secondary as well as elementary schools. It has also frequently resulted in spatial patterns and special facilities of advantage to the adult educator. One of these is the court plan, exemplified in the Swift Junior High School at Watertown, Connecticut. While in this instance the enclosed garden itself is not readily accessible from the main entrance of the school, or from those areas which will be chiefly used by adults, the plan in general shows skillful segregation of such areas and those given over to regular instruction. The entire right-hand section, containing the art and music departments, auditorium, gym, library, cafeteria, kitchen and shops, may be used independently; with proper isolation arranged for the noisy shop and band rooms. At the Stubbs School, described in the last Section, the designers worked on the theory that the cafeteria should assume no other role than its nominal one. At Swift, it doubles as library. Considering the presence of the tables, and assuming dual-use for some major elements of the plan, this arrangement is not without logic and merit.

Swift—Plan—Warren H. Ashley, Architect

Swift—Exterior

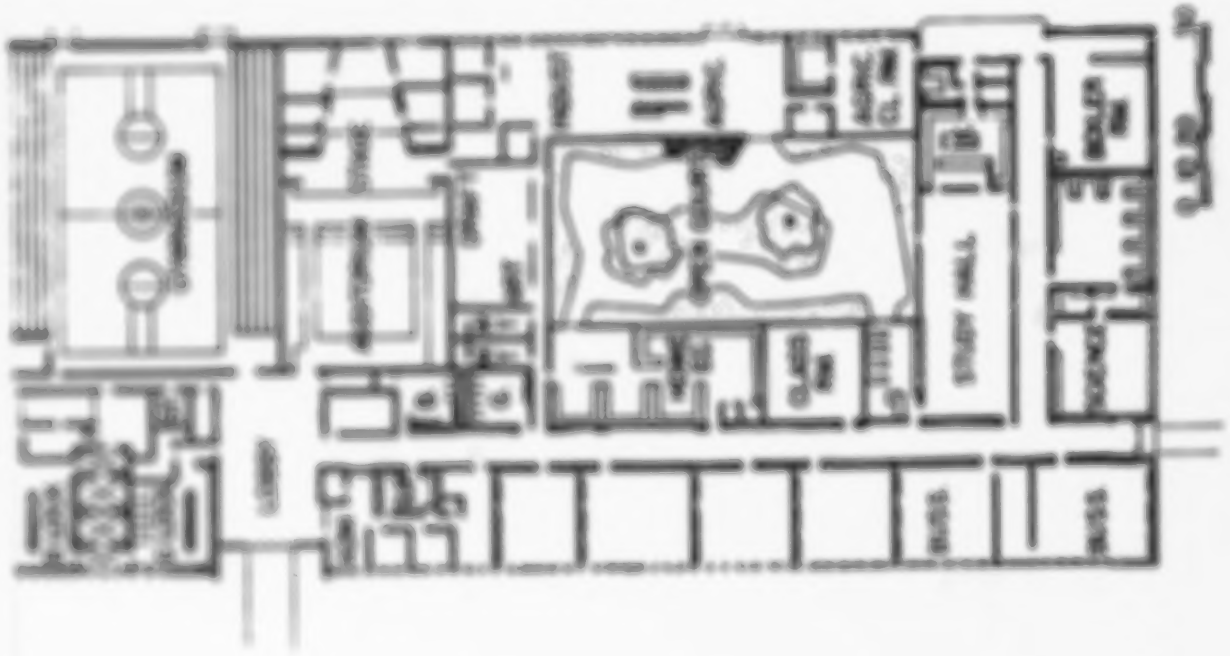
Wayne—Exterior

Norman—Commons

Caudill, Rowlett, Scott & Assoc., Perkins & Will, Architects

Another example of the court-plan is that of the new consolidated rural high school in Wayne County, Ohio. The garden court in this example is a focal point for library, study hall, shop and home economics room, all of which are used by the community at large. The cafeteria here becomes a second study hall. On this large site multiple approaches are possible, all protected by a system of covered passageways.

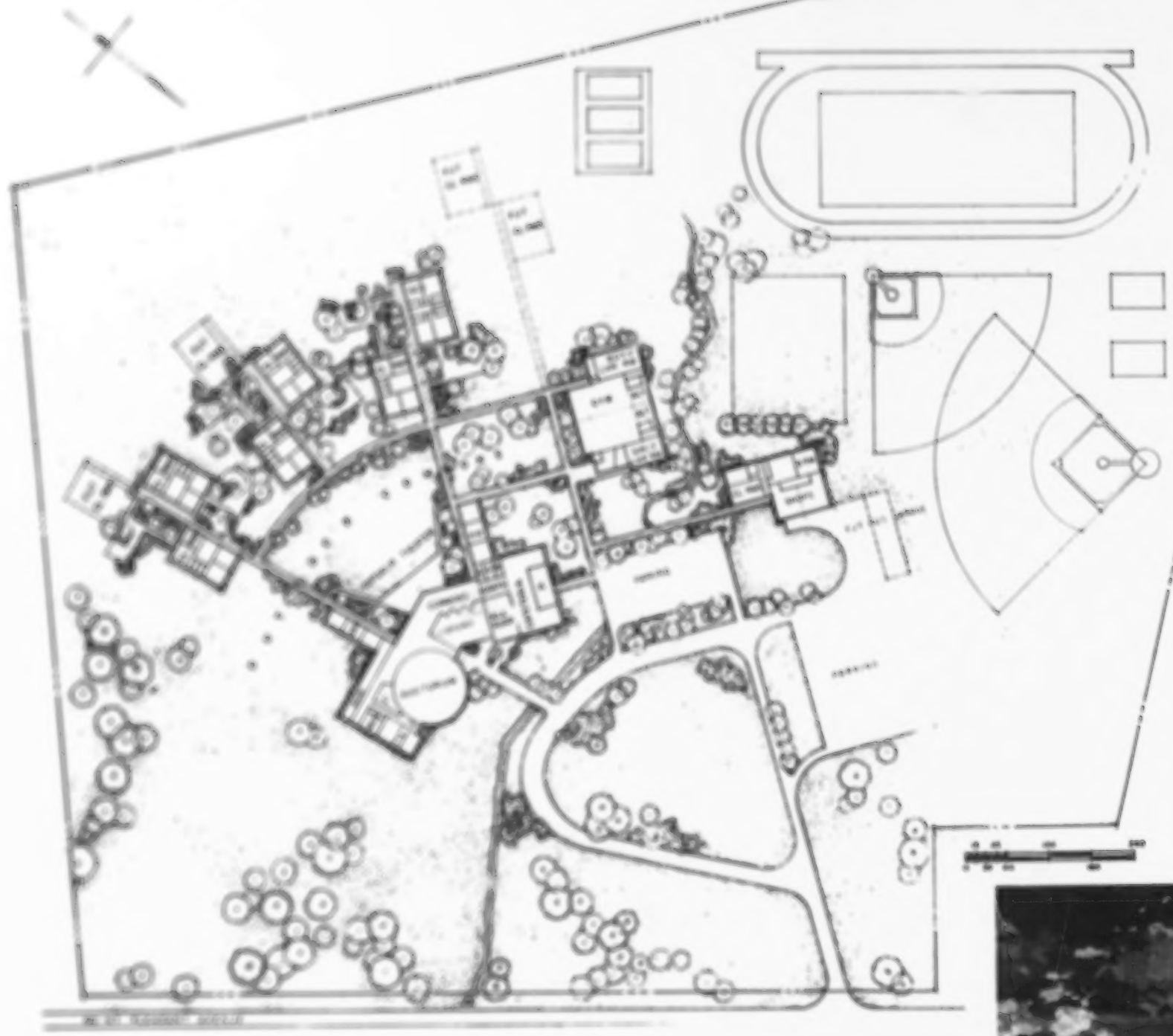
Wayne—Plan—Joseph Baker & Associates, Architects



A Greek philosopher declared some three millenniums ago: "Contact with manners is education." In our generation, and in secondary schools, this maxim has been reaffirmed in the student center or commons. At Hanover Park High School, Hanover Park, New Jersey, the commons' position as a cordial connector between important working elements of the plan, and its shape — the sawtooth like configurations of which yield pleasantly furnished alcoves for small gatherings — all of these characteristics banish awkwardness and inhibition, and set the scene for whole-hearted participation by learners from sixteen to sixty. The circular auditorium is a bold device, plastically interesting and, to the occupant, warmly inviting.

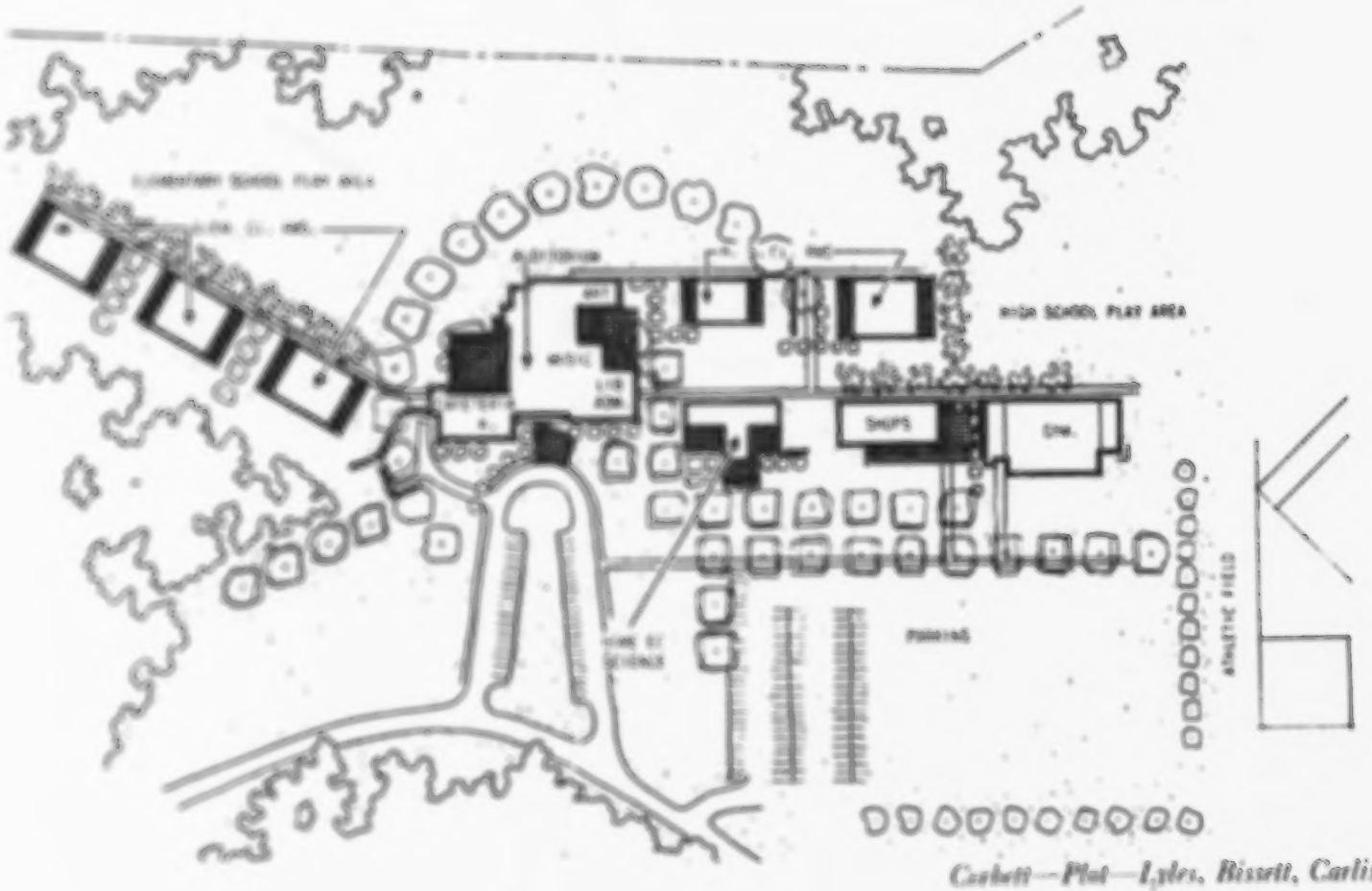
The Student Center at the Norman, Oklahoma, High School is strategically located between a main corridor, at the right in the illustration, and the school library; and, being separated from both by a glazed partition, may be kept under easy and unobtrusive surveillance at all times.

But Hanover, it will be noticed, discloses still another — and a more radical — evolution in planning. The rationale of the court plan implies construction come full-circle — or rather full rectangle. Closed periphery is the designer's recognition that there is a point in the enlargement of school layout when, as with bigness of all kinds, a law of diminishing returns begins to operate. It is this recognition, coupled with the awareness that gigantism in structure intimidates the young and oppresses their elders with an "institutional" dread, that has led to the development of the high school campus plan. Room units are broken apart and regrouped according to function: the school becomes an aggregation of semi-autonomous and related clusters, usually linked by roofed-over walks.



Hanover—Plan—Jay C. Van Nuys & Associates, Architects

Hanover—Exterior



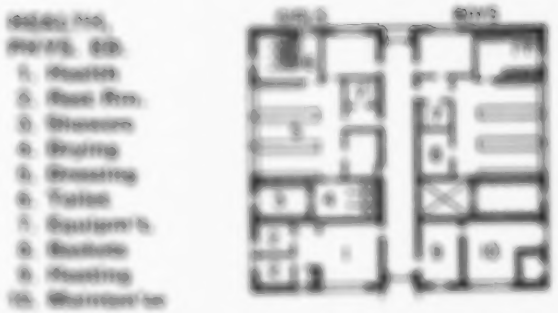
Corbett—Flad—Lyles, Bissett, Carlisle & Wolff, Architects

The campus plan is of major significance in the advancement of adult and community education. At Hanover, and elsewhere, it decisively removes the technical and formal teaching areas of the school from those in which informal adult education can be most discerningly carried on, and gives these areas privacy and self-determination. The plot plan of the Corbett 12-year School at Wagener, South Carolina, again illustrates the campus concept. All formal class-rooms are quite independent of a large main building containing administrative offices, cafeteria and kitchen, library, art and music rooms. And the main building in turn is quite independent of the science and home-economics building, the shops and the gym.

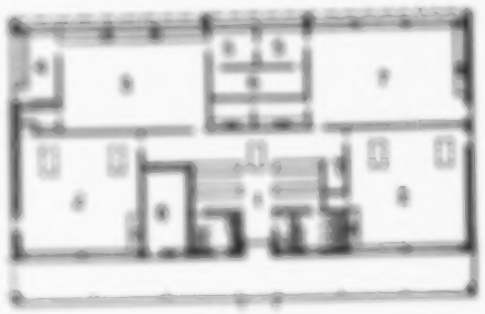
Almost identical to the main, or administration, building plan at Wagener is that of the Kennett, Missouri, High School. There are three or four large, well-insulated rooms at the top, accommodating successively chorus, band, art, and craft activities, with their adjuncts, reached from a separate outside entrance; a library of interesting shape, with a row of stacks along one wall; general conference and faculty study-rooms close by; a group of business classrooms at the lower right-hand corner; cafeteria at the lower left; and auditorium. The student center reappears, significantly, as a hospitable transfer-point linking main lobby, auditorium and dining area. It is difficult to imagine, in public schoolhousing, a building which adults may regard, with a clearer sense of acceptance and "belonging", as their own headquarters.

Even the more specialized buildings on Kennett campus are by no means ineligible for adult activity. The homemaking and industrial arts building is an example: with its left and right segregation, respectively, of metal and woodworking areas, and those devoted to food-preparation, and clothing; both sharing a drafting room. The language and social building is another, with several classrooms well-suited to adult forums and discussion-groups.

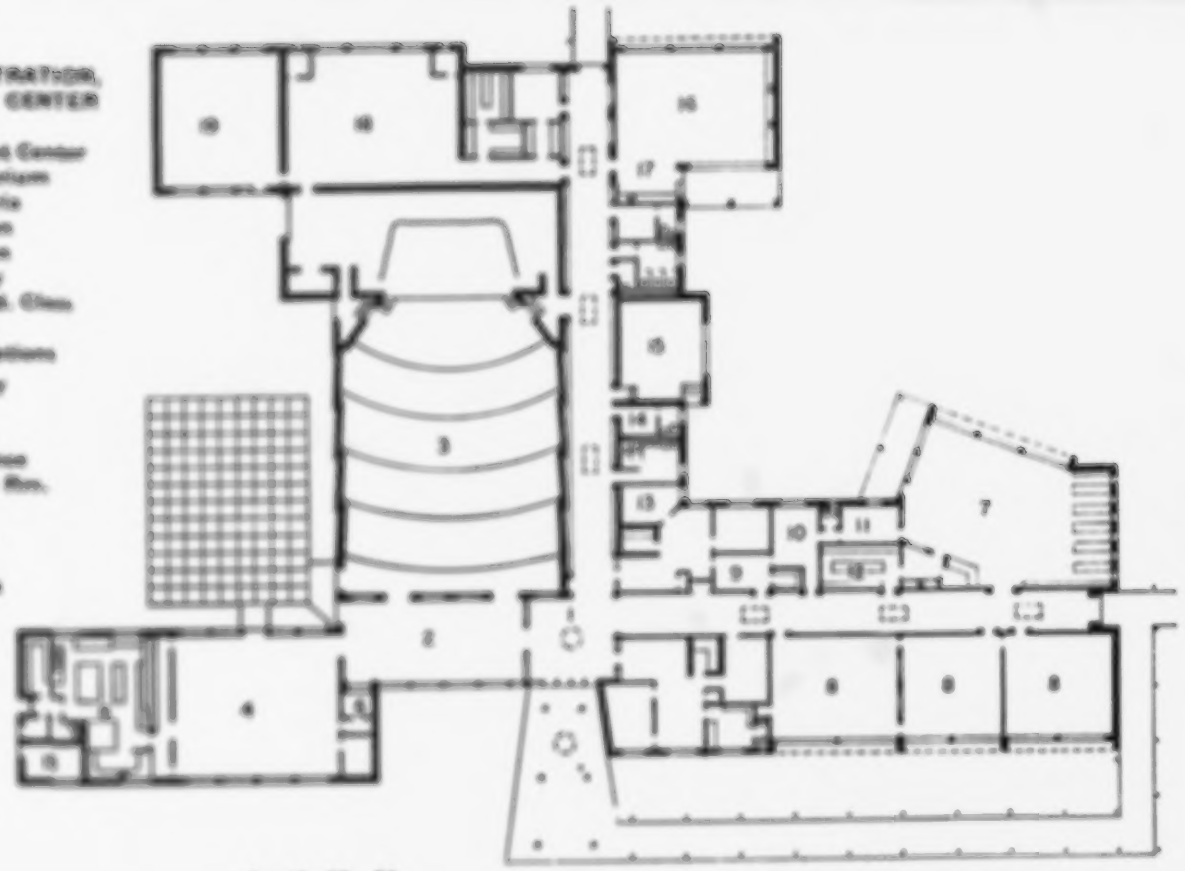
Bennett — Plans — R. Paul Buchanan, Architect



HOMEMAKING, INDUSTR. ARTS
1. Lockers
2. Office
3. Metal Shop
4. Woodwork'g.
5. Open Area
6. Painting
7. Supplies
8. Drawing
9. Foods
10. Clothing

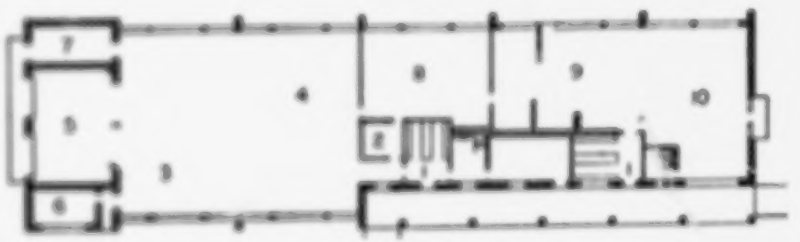


SCIENCE, MATH
1. Lockers
2. Work
3. Lec. Sci.
4. Animals, Plants
5. Preparation
6. Supplies
7. Physical Sci.
8. Hosting

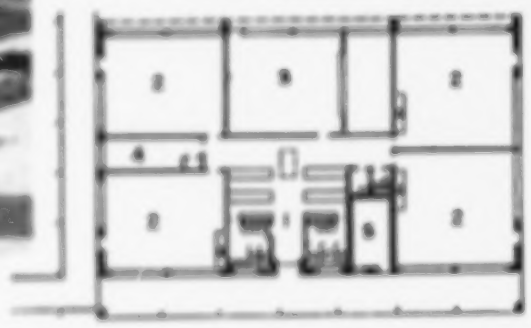


ADMINISTRATION, STUDENT CENTER
1. Lobby
2. Student Center
3. Auditorium
4. Cafeteria
5. Canteen
6. Kitchen
7. Library
8. Rec. Ed. Class
9. Office
10. Publications
11. Faculty
12. Conf.
13. Books
14. Guidance
15. Hostes Rm.
16. Art
17. Crafts
18. Band
19. Chorus

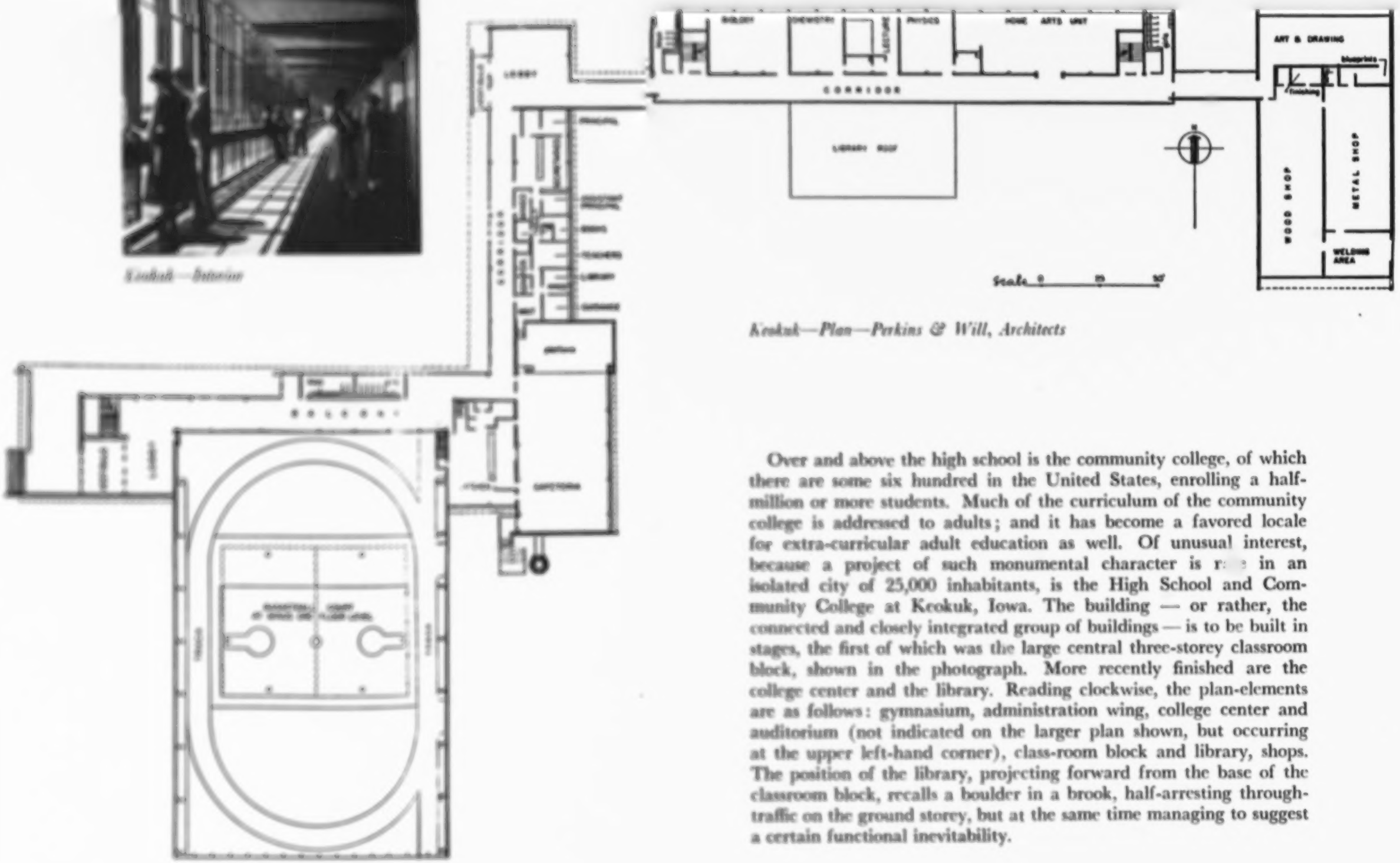
Bennett — Exterior



B LANGUAGE, SOC. SCI.
1. Lockers
2. Classr'm.
3. Multipurpose Class
4. Staff
5. Hosting

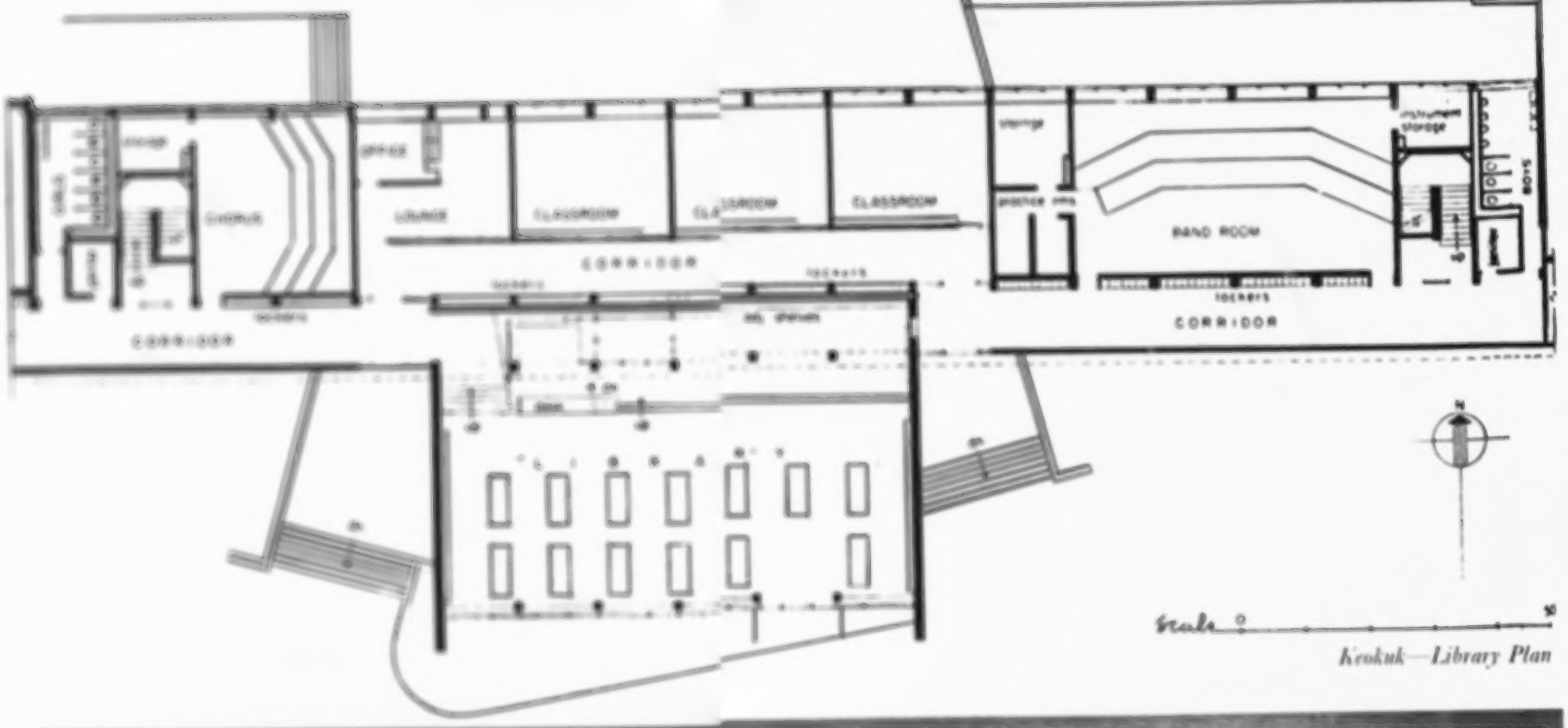


Keokuk—Interior



Keokuk—Plan—Perkins & Will, Architects

Over and above the high school is the community college, of which there are some six hundred in the United States, enrolling a half-million or more students. Much of the curriculum of the community college is addressed to adults; and it has become a favored locale for extra-curricular adult education as well. Of unusual interest, because a project of such monumental character is rare in an isolated city of 25,000 inhabitants, is the High School and Community College at Keokuk, Iowa. The building — or rather, the connected and closely integrated group of buildings — is to be built in stages, the first of which was the large central three-storey classroom block, shown in the photograph. More recently finished are the college center and the library. Reading clockwise, the plan-elements are as follows: gymnasium, administration wing, college center and auditorium (not indicated on the larger plan shown, but occurring at the upper left-hand corner), class-room block and library, shops. The position of the library, projecting forward from the base of the classroom block, recalls a boulder in a brook, half-arresting through-traffic on the ground storey, but at the same time managing to suggest a certain functional inevitability.



Keokuk—Library Plan

Keokuk—Exterior

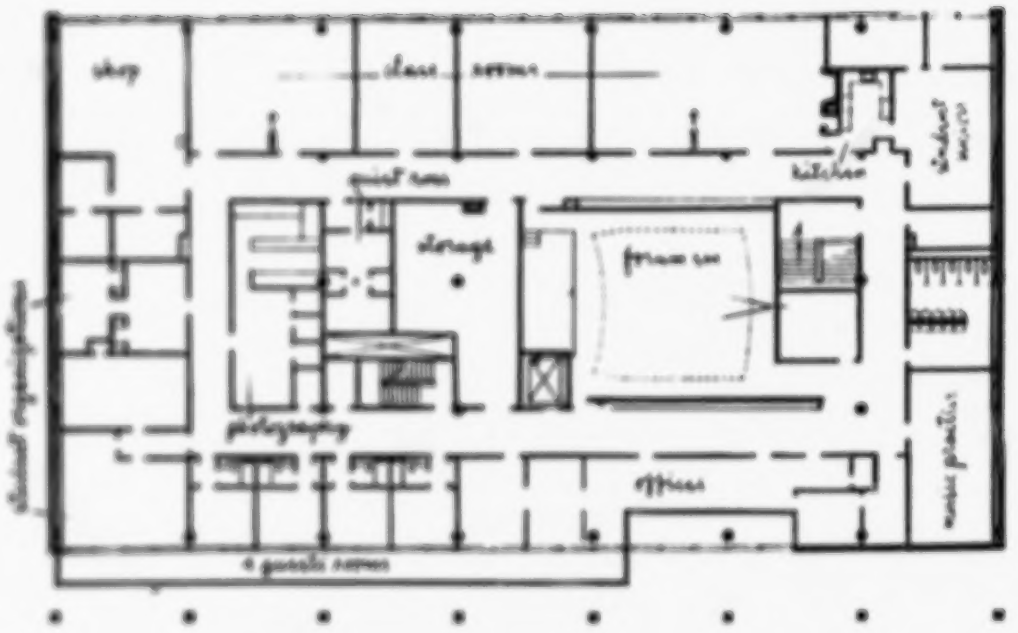
Carolina—Exterior

COLLEGE BUILDINGS

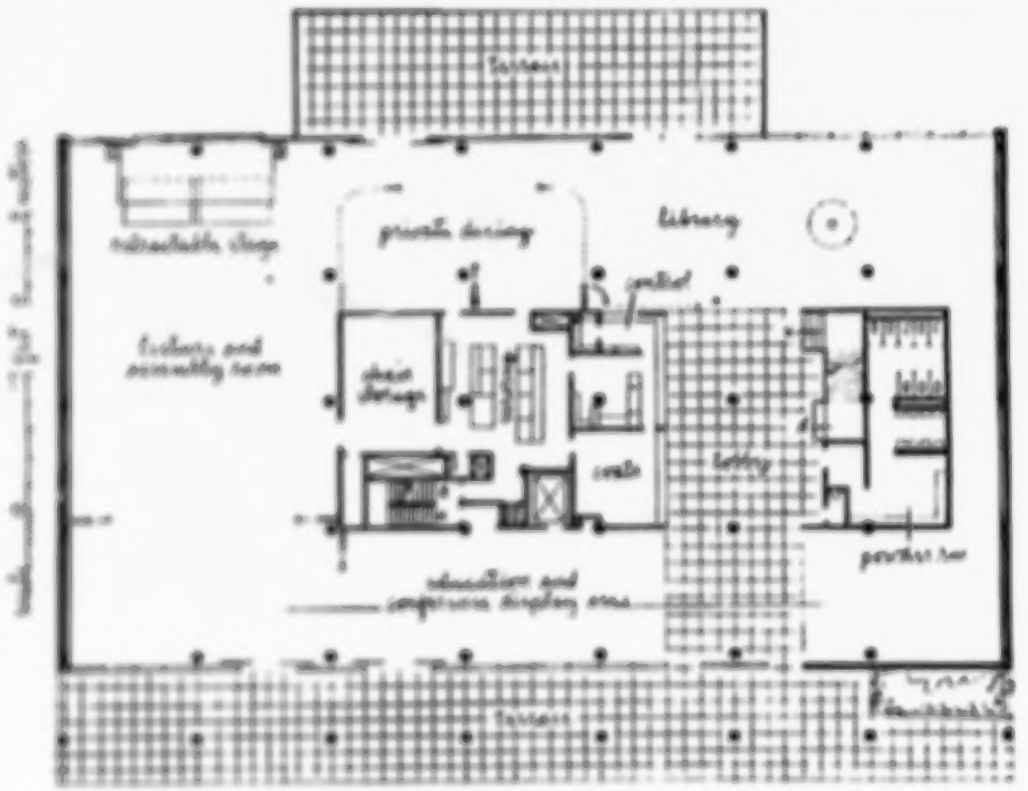
The increased length of college training and its growing specialization have brought with them two respective trends. First, many college students, perhaps today a majority, reach adulthood several years before graduation. Second, there is an insistent demand for supplementary education of the broadly "cultural" type. Not infrequently this informal college-sponsored education is shared with the community-at-large. The buildings which follow exhibit, in greater or lesser degree, facilities for encouraging it.

At State College, Raleigh, North Carolina, the new Student Center, while chiefly designed to take care of undergraduate dining, dancing and organization, nevertheless affords a high degree of versatility. Almost the entire main story may, when desired, accommodate visiting lecturers, discussion groups and traveling exhibits. On this level there is a handsome library with a central fireplace, of which we show a view, together with a detail of the folding partitions which contribute so largely to the building's flexibility. The upper story provides a student lounge room, with complete projection equipment; the lower level plan (not shown) which, because of the hillside site, has an independent grade-level entrance, a kitchen and most of the dining facilities, including a large open dining terrace.

Carolina—Second



Carolina—Main—Wm. H. Deitrick & John C. Knight, Architects



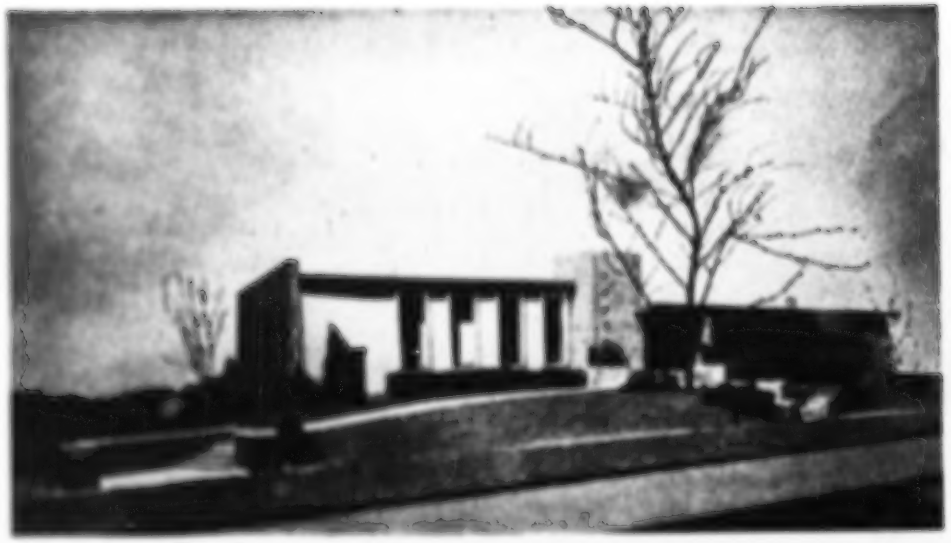
Carolina—Interior

Religious education, as we have noted in the Section on "Religious Buildings", is everywhere on the rise. The college campus affords no exception to this rule. At the University of Michigan, in Ann Arbor, an unpretentious but attractive Lutheran Center has recently reached its initial stage of completion. When an old residence adjoining, which originally housed the Center, is torn down, the chapel and dining-hall wing will be added. The building contains living-space for a pastor and a limited number of students. Lounge and reading room may be reached through the sunken garden by a separate outside entrance.

Ann Arbor—First—Ralph W. Hammett, Architect

Ann Arbor—Ground

Evanston—Exterior



Ann Arbor—Exterior

In Illinois, another denomination has developed variants of a student center layout for Northwestern University at Evanston, and for the State University at Champaign. In both there is a cloister-like loggia, and a round chapel, wholly free-standing at Evanston. The more extended of these two Hillel Centers is State's. Here, the sequential arrangement of meeting rooms recalls the highly successful contraction-expansion principle of Temple Emmanuel, in Denver, previously illustrated. Auditoriums, lounges, seminar rooms and library are used by students and community alike. The architect has ingeniously set apart the library and the caretaker's quarters. A portion of the basement is given over to recreational activity.

Evanston—Plan—Harrison & Abramovitz, Architects

Champaign—Plan

Two student centers projected since the War contemplate such a broad range of activity as the Student Union Building at the Alabama Polytechnic Institute, Auburn. It is a place in which students, faculty and alumni may unconstrainedly — and to their mutual profit — mingle. On the first storey (the plan shown) are found exceptionally open entrance lobbies; an assembly room; meeting rooms; a light-shot lounge; and a library, sitting-room, and dining room for faculty use. All of these group amenities are kept carefully separate from the administration wing. Although it occupies only a portion of the plan, the second storey provides additional meeting-rooms, a study lounge, music rooms, and student government and business offices. On the ground storey, most of which is well above grade, there are, among other facilities, a large cafeteria and a book-room. As is becoming frequent practice in buildings for higher education, it was decided, after careful consideration, to air-condition the cafeteria and assembly room.

A photograph of the model gives some idea of the inviting domestic character with which the designers has invested Alumni House at the University of California, Berkeley. The plan, too, is of marked interest. The lobby runs through the building, with alumni offices and conference rooms in a wing at the left; and opposite, a group of large lounges, divided by folding partitions. A number of fireplaces add cheer; so do the living-terraces beyond. Particularly useful is the storage-screen bordering the entire lounge sequence. Beyond, across a purely secondary corridor, lie the service elements in the wing: kitchen, food storage, toilets.

Berkeley—Exterior

Berkeley—Plan—Clarence Mayhew, Architect

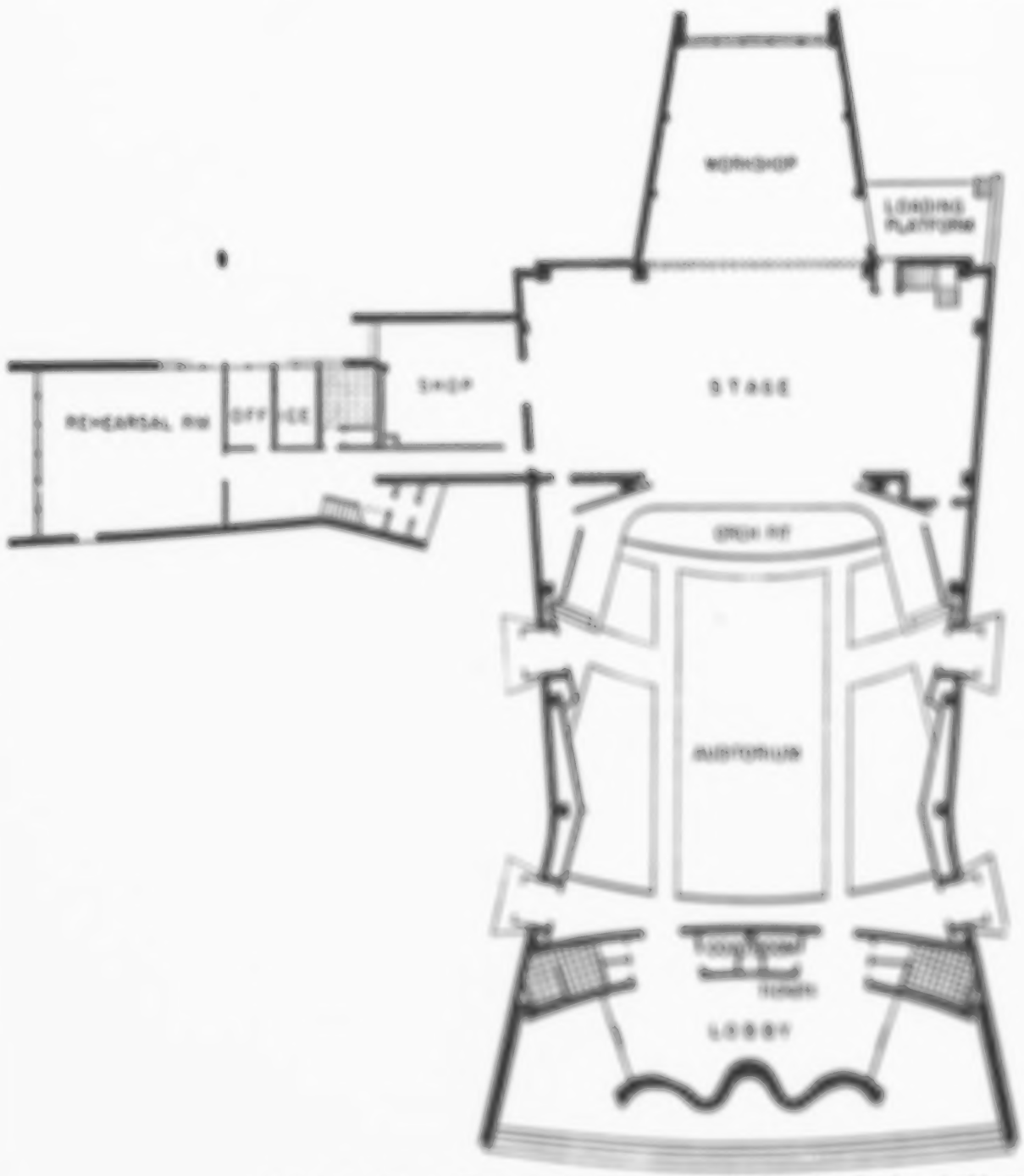
Alabama—First—Pearson, Tittle & Norman, Architects

Oberlin — Exterior

LOOKING AND LISTENING BUILDINGS

The architecture now described to some extent deviates from the context of previous Sections: it is an architecture of varied sponsorship. Three of the projects shown might, with equal fitness, have been included in "College Buildings". But while they are, indeed, on campus, their function is so specific and they are in such general community use that assignment to a Section of their own has not seemed inappropriate.

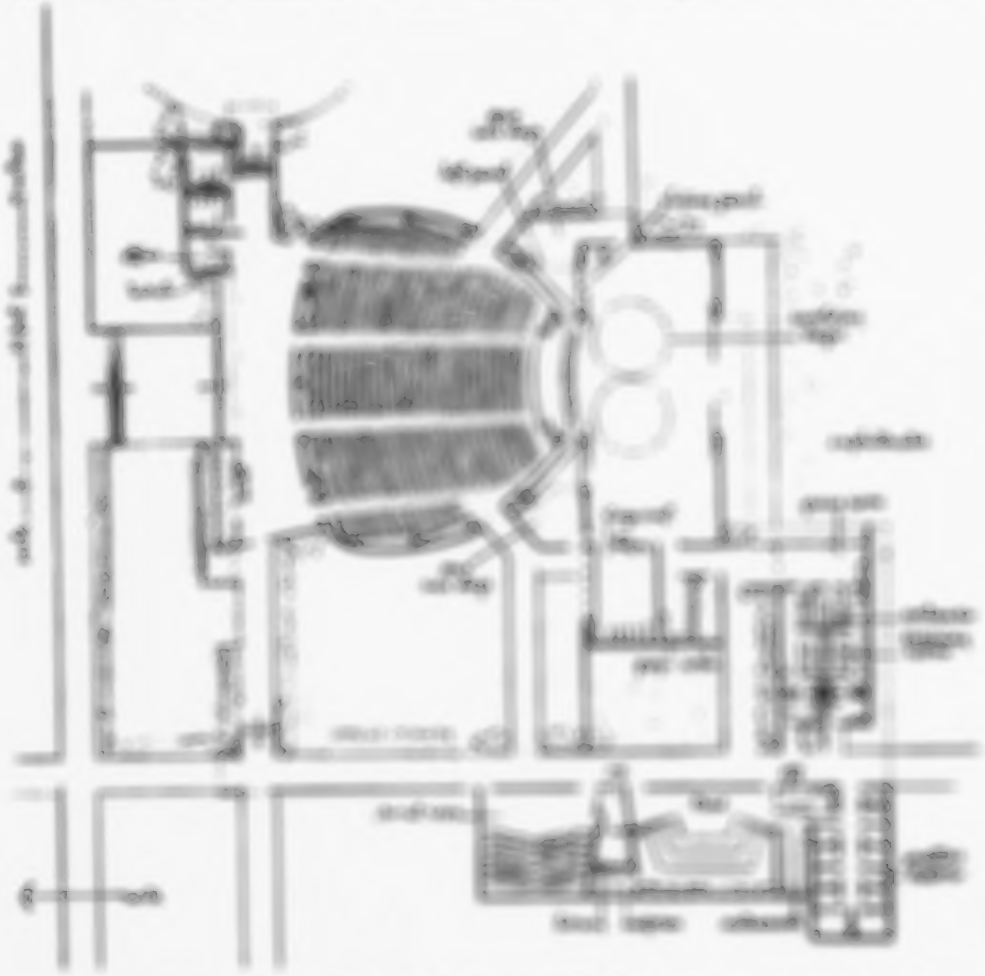
Oberlin College has had two traditions of long standing. One is its concern with the community. The other is its devotion to Shakespearean drama. The new Oberlin Auditorium was designed to foster these two traditions at their fullest. Here is a theatre-auditorium in the grand manner, equipped not only to produce Midsummer Night's Dream and King Lear, but to accommodate musical events ranging from solo-recitals to performances by full symphony orchestra. So exacting a schedule made necessary acoustical engineering of a very high order. Lighting, too, is so advanced that the recessed ceiling fixtures over the seats, when the auditorium is used as a lecture hall, may be brightened to 30 foot-candles at the writing plane; and even such potentials as rear-projection TV., when preferred, can be simply installed. The deep stage, with its complement of dock, scene-shift and dressing rooms, extends around the orchestra pit for greater theatrical effect.



Oberlin — Plan — Harrison & Abramovitz & Eldridge Snyder, Architects

More highly articulated, and as elaborately outfitted, is the so-called Speech Arts Building at Orange Coast College, Costa Mesa, California. Highly adaptable stage equipment — moveable doors, curtains, side stages, stage platforms, revolving scenery platforms — allow for effects ranging from the most intimate theater-in-the-round, with an audience of 250, to a production which plays to a capacity of 3600, and utilizes not only all the resources of the indoor stage, but those of the outdoor amphitheater at the rear, onto which it opens by means of huge sliding doors. Band and choral rooms are located in a separate building linked to the theater complex by covered passages at its green-room and dressing-room end.

Distinguished as is the college-sponsored learning architecture we have described, nowhere in the United States has an encouraged housing of anything like equal excellence for the mass-media which make so formidably great a contribution to the day-by-day adult education of our citizens — radio and television. The advent of educational TV itself is so recent, and its budgets so limited, that

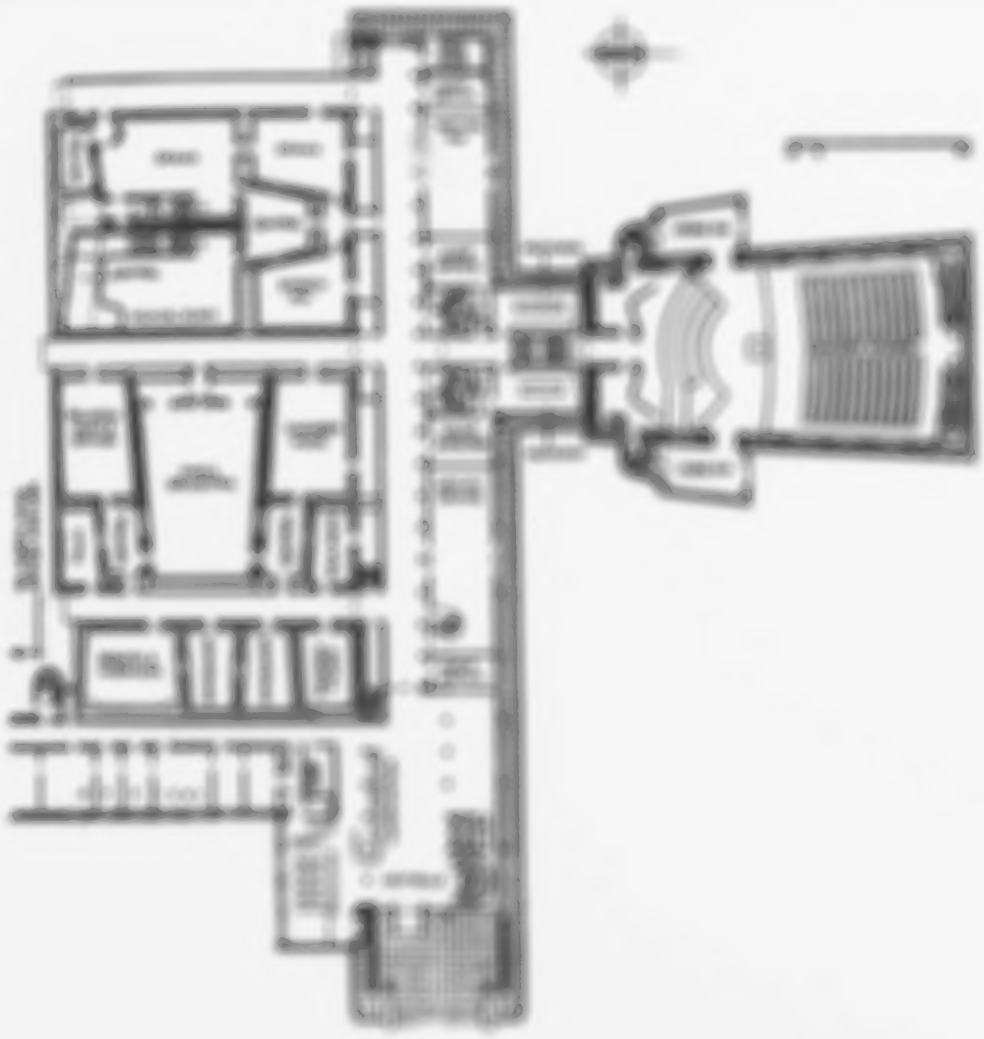


Orange — Plan — Richard J. Neutra & Robt. E. Alexander, Architects

Orange — Exterior

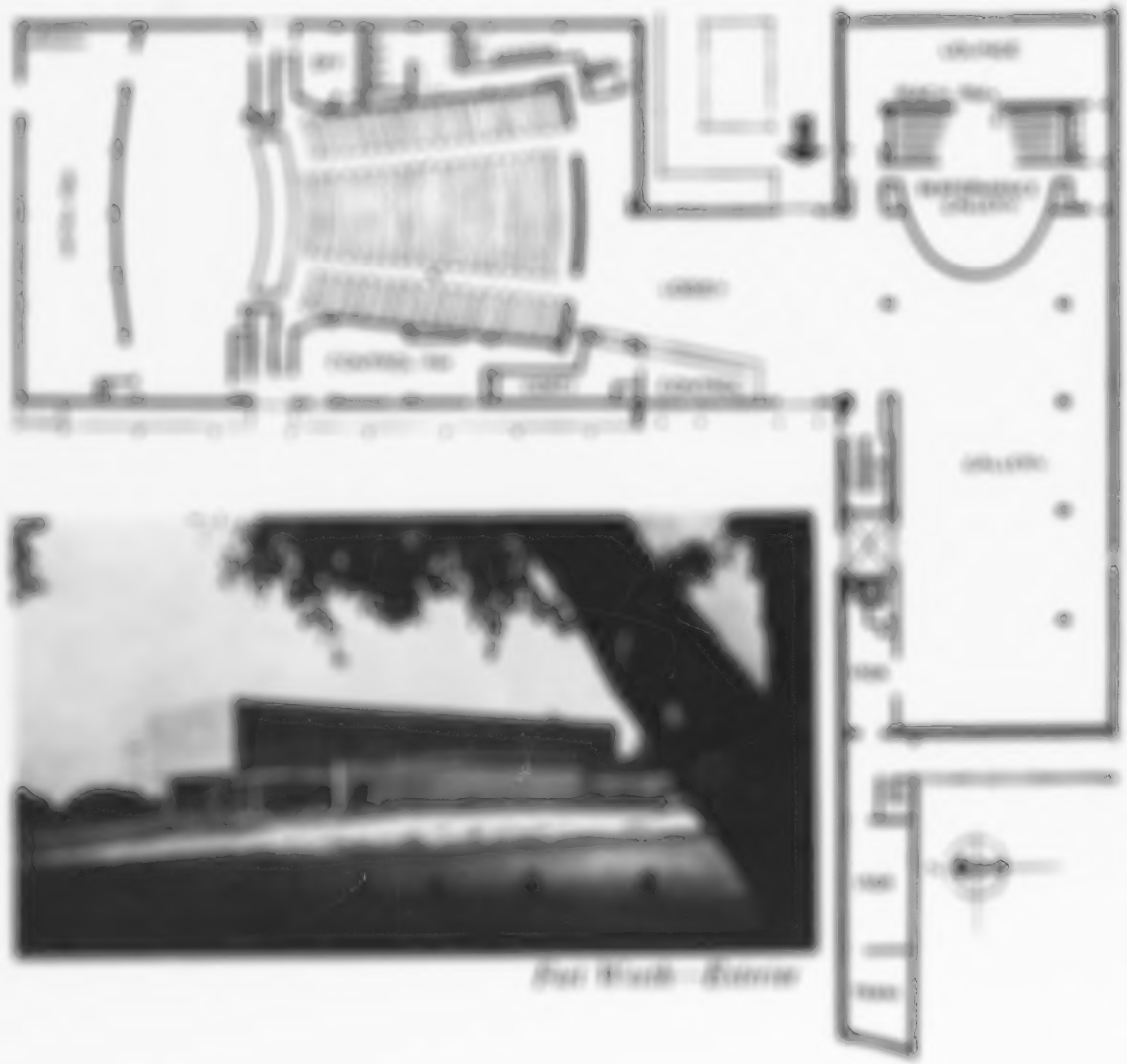
only two or three buildings have been particularly designed for it; and the ones we have examined are mediocre in concept. As for those erected by the great commercial broadcasting corporations — such as the studios at Burbank, California, and in Manhattan — every technical facility for the audio audience has been provided; and every detail which bespeaks human scale, intimacy and charm, or which encourages a sense of program-participation, has been, seemingly, neglected. It is with the hope that the point of view which produced so warm, festive and socially significant a building as Radio House in Oslo, Norway, will some day in the near future be adopted in this country that we venture to reproduce the four-story plan of the performance wing which, after a long interruption during the War, completed the project.

Oslo — Exterior



The Fort Worth Community Art Center is a distinctly civic project. It was originally conceived as a kind of package in which could be wrapped the best art-training and production, dramatic as well as formal, which the region could afford. Inability to finance the entire building led to the omission, until a later date, of the theatre wing. As it stands, the Center handsomely provides for painting and sculpture: there are spacious galleries on the first storey, with a "performance gallery" between the large exhibition room and the members' lounge. Upstairs, where access at the rear close to grade level is made possible by rising ground, are a smaller gallery for student shows, art classrooms, studios, and a library.

Fort Worth—Plan—W. G. Clarkson & A. George King, Architects



Fort Worth—Exterior

Fort Worth—Interior

Fort Worth—Interior

Arkansas—Exterior

Arkansas—Interior

Arkansas—Plan—Edward D. Stone Jr. Associates Architects

Arkansas—Exterior

The Art Center at the University of Arkansas in Fayetteville has been described by its President as "a workshop, a place where painting, sculpture, architecture, drama and music live and grow; and from which their civilizing influence spreads into our daily lives." The Center is an inspired instance of a great cultural nucleus brought into being in a sometimes hostile environment by the courage, vision and persistence of an educator and an architect; and by abundantly generous public and private financial support. The seven-open plan includes a 500-seat theatre, with a space twice as large around it for dressing-rooms, desk and shops; an outdoor amphitheatre; a concert hall with a capacity of 250; a glass-enclosed exhibition gallery; a 10,000-book library; and a three-story classroom block containing art, architecture and music studios. The V-shaped figure enclosing the plan indicates points from which the accompanying photographs were taken. The detail of the exhibition gallery shows how, by continuing it as a broad corridor between major elements of the general plan, the architect has been able to make an appreciation, as it were, compulsory. The interior of the gallery is flooded with daylight, natural light being supplemented when necessary by a simple system of ceiling-mounted adjustable quartz-iodine reflectors. Just as the Oberlin Auditorium has enlightened a community and a region around it, so the Art Center at Fayetteville has irradiated a whole state.

Arkansas—Interior

LIBRARIES

In every sense, of course, a general library, even without special facilities, is a powerful instrument for adult education. The extraordinarily intimate effectiveness of the new main building for the Cincinnati Public Library is due as much to adroit planning as to the provision of a varied range of services. Vertical organization, with two levels of stacks below the main storey and two more between second and third storeys, ensures book storage as close as possible to the pertinent departments. Features of the first storey plan are a browsing room entirely located at the corner of the

Cincinnati—First—Woods Garbe & Sweed Humpfed & Sons, Architects

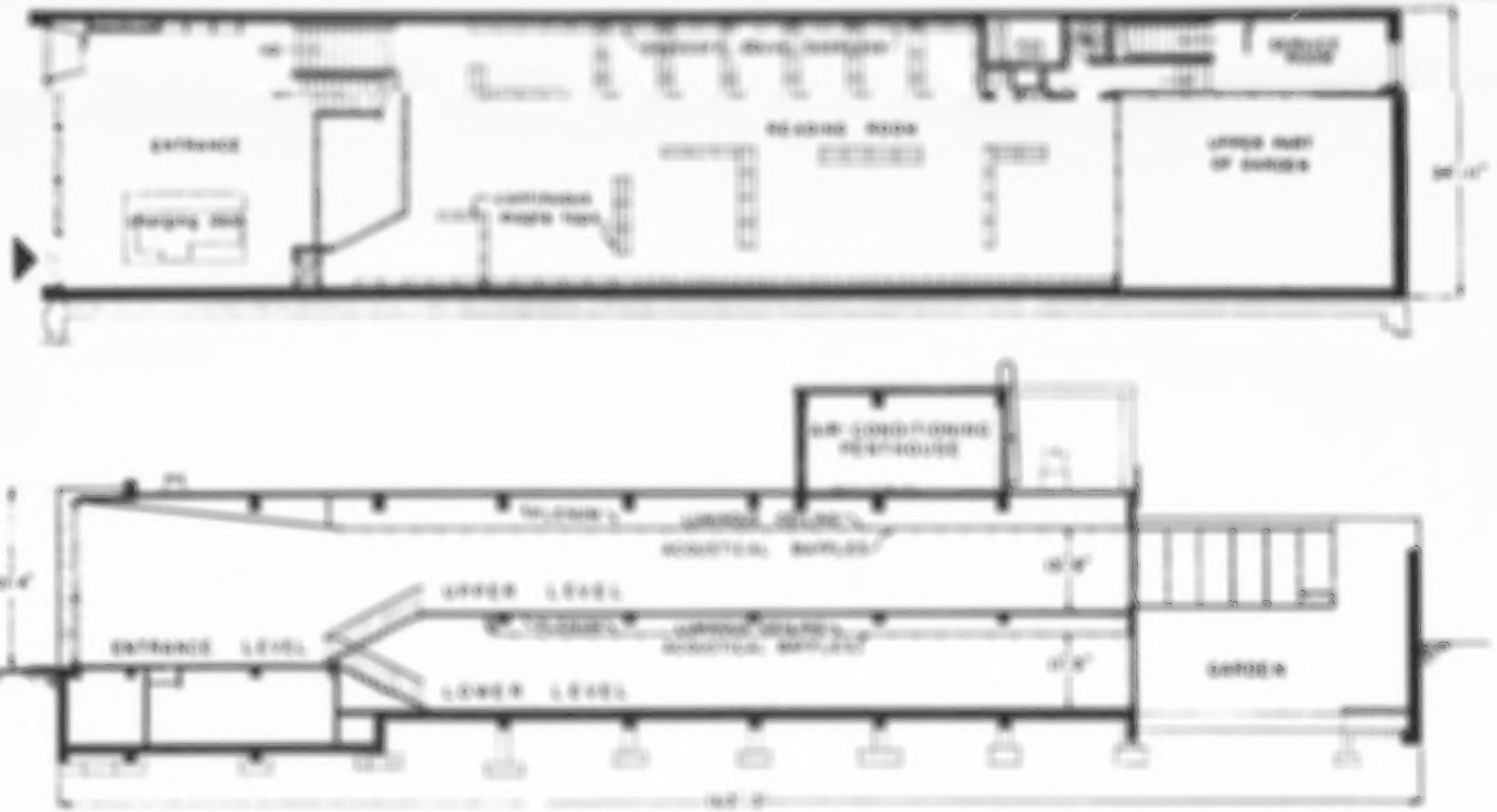
Cincinnati—Detail

Cincinnati—Interior

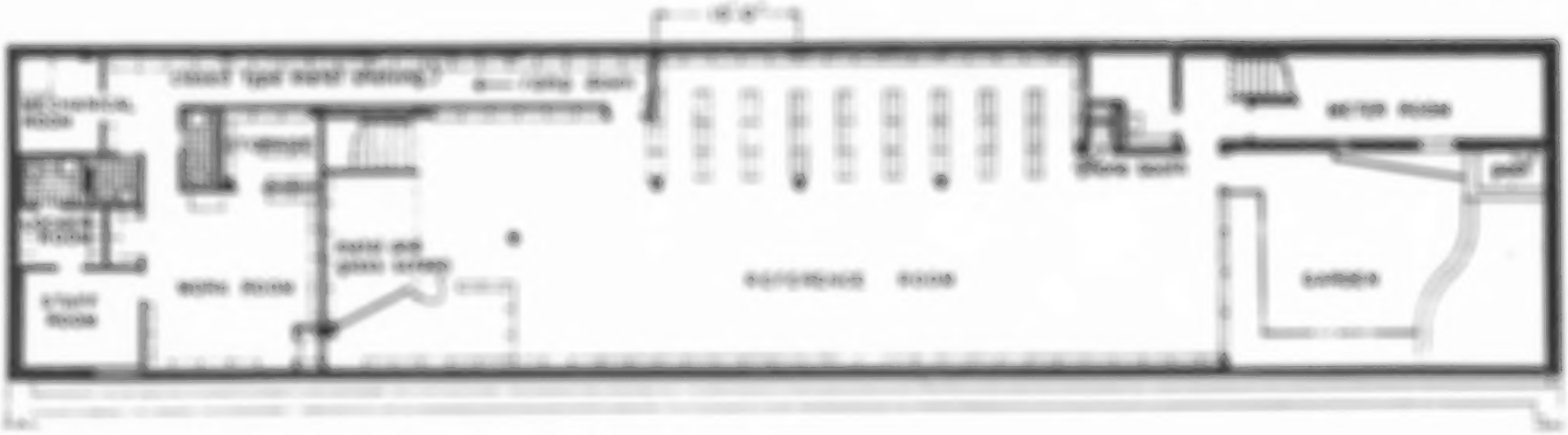
building where two busy downtown streets intersect, and on a direct line of approach to the main lobby; and a walled garden. On the second story are located an unusually complete art department and a films and recordings center equipped with separate listening and viewing devices. Concerts of recorded music are given several times a week at midday, and in the late afternoon in the auditorium, which, with its adjacent meeting room, serves as a gathering place for a number of adult organizations. On this story also the Library provides office space, rent-free, for the Cincinnati Adult Education Council. On the third story (not shown) are located the administrative and cataloguing departments of the Library, a rare book room, and the children's room.

Cincinnati—Interior

Cincinnati—Second

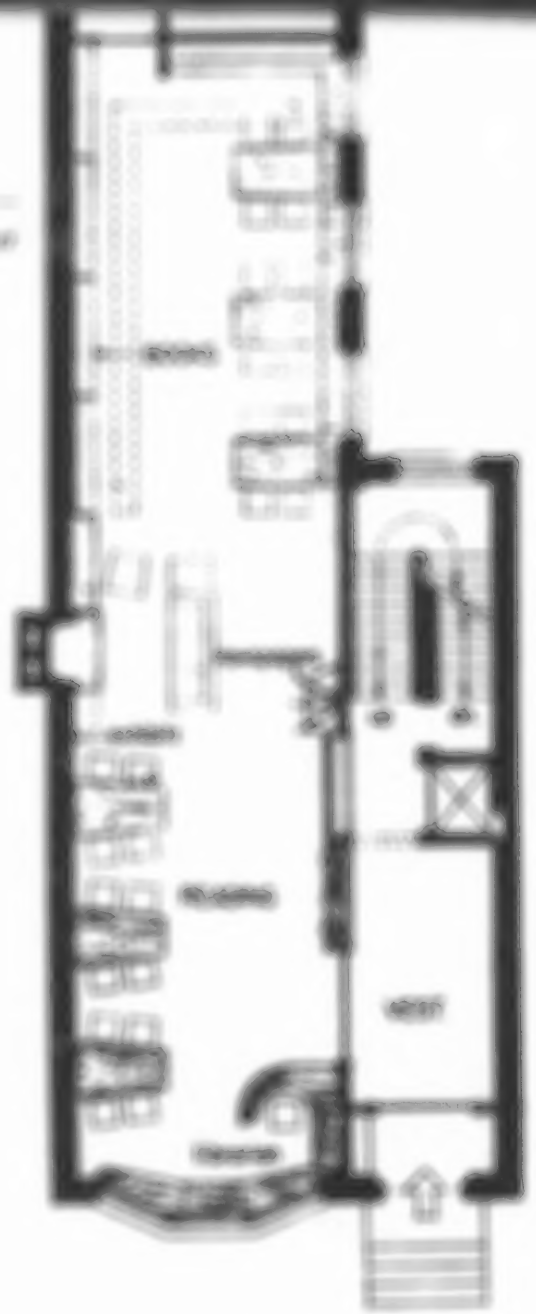


Mercantile—Plan—Sidney E. Martin, Architect



Another new urban library building recently constructed in Philadelphia, while on a much smaller and less departmentalized scale than its Cincinnati contemporary, is so open and direct in character as to be worthy of inclusion even among a limited number of examples. The entire street front of the Philadelphia Mercantile Library building is of glass, vying in attractiveness with the shops which are its neighbors; and the interior view shown here is substantially that revealed to a passerby. As the longitudinal section discloses, this is a split-level plan: reading room above, reference, staff, workrooms, and toilets below; with a garden court at the rear achieving two-way daylighting. On both stories there is a luminous ceiling; and, as at Cincinnati, the entire building is air-conditioned.

Mercantile—Interior



Pan-American—Plan—Elsa Gidlow, Designer

Compared with either the Cincinnati or the Philadelphia Mercantile building, the one-story brownstone remodeling undertaken by the Council for Pan-American Democracy in New York City — plan only shown — is a pocket-edition affair. But the use of portable furniture, the installation of a concealed rolling film-projector screen at the front, and the addition of shallow display racks along the walls make this very limited space in turn library, reading room, lecture hall, and exhibition space.

Rear—Exterior

In newly-planned branch libraries all over the country the meeting-room, formerly and generally relegated to the basement — and as a consequence rarely used — has been incorporated into the first-story plan. The Frederick Rose Memorial building for the Denver Public Library illustrates this tendency. After regular hours, the lecture room is used by a number of adult education groups organized on a neighborhood basis. It may be entered either from the lobby or through an exterior door opposite; is equipped with its own coatcheck; and when a folding partition and two doors are closed, operates as a completely self-sufficient unit, with its own toilet facilities and snack-bar. The lecture-room area at other times, of course, is used to augment the library's reading facilities — another advantage in its main-floor placement.

Rear—Plan—Vine Harbor, Architect

Harmon—Plan—Gates & Jones, Architects

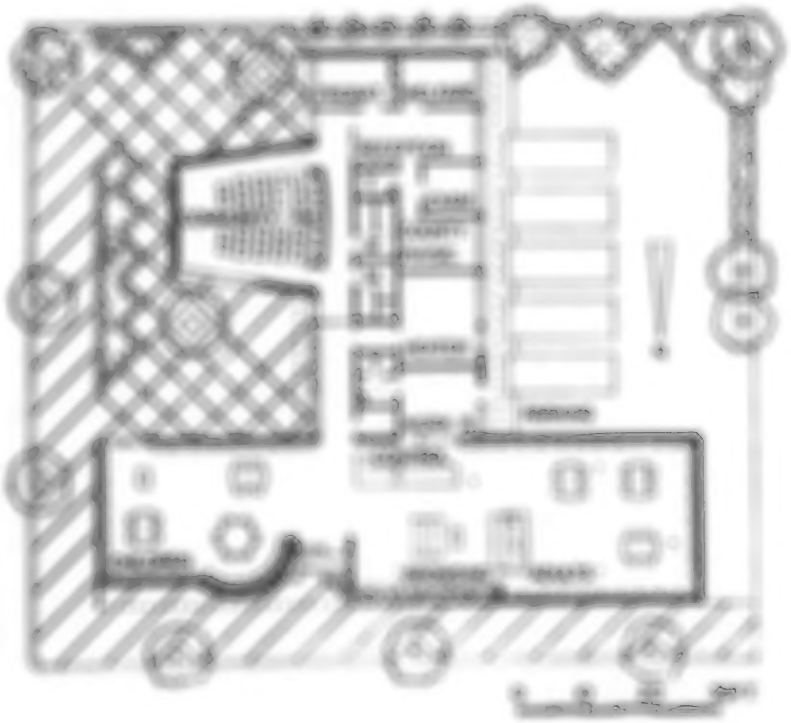
The floor-plan of the Harmon Park Branch Library in Phoenix, Arizona, shows an interesting variation in meeting-room arrangement. The children's department is outside; but two assumptions are made: first, that its activities are of sufficiently informal character to warrant its position as connector between reading and meeting-room; second, that it can be converted to adult use at such times as their ribbon occupy the meeting-room. Under these circumstances it is evident that the space given over to adult activity can become, when the occasion warrants, very large indeed. In dry, sunny climates like that of the Southwest, the easily accessible reading patio at Harmon Park provides a delightful expansion of facilities.

The Inyo County Building, at Bishop, California, previously mentioned in the Section on "Health Centers", deserves widespread imitation. Here a county wisely and economically decided to meet three kinds with a single set: it created a combination library, community meeting room, and welfare building. Health and library facilities attain a high degree of discreteness. The community-room, in much demand for civic and adult-education activities, may be reached from either, and, in addition, has an outside entrance of its own. Particularly admired at Inyo is the pleasantly human scale of the entire installation.

Another library building with an unusual entrance approach has been described earlier in the Section of this book called "Superstructure."

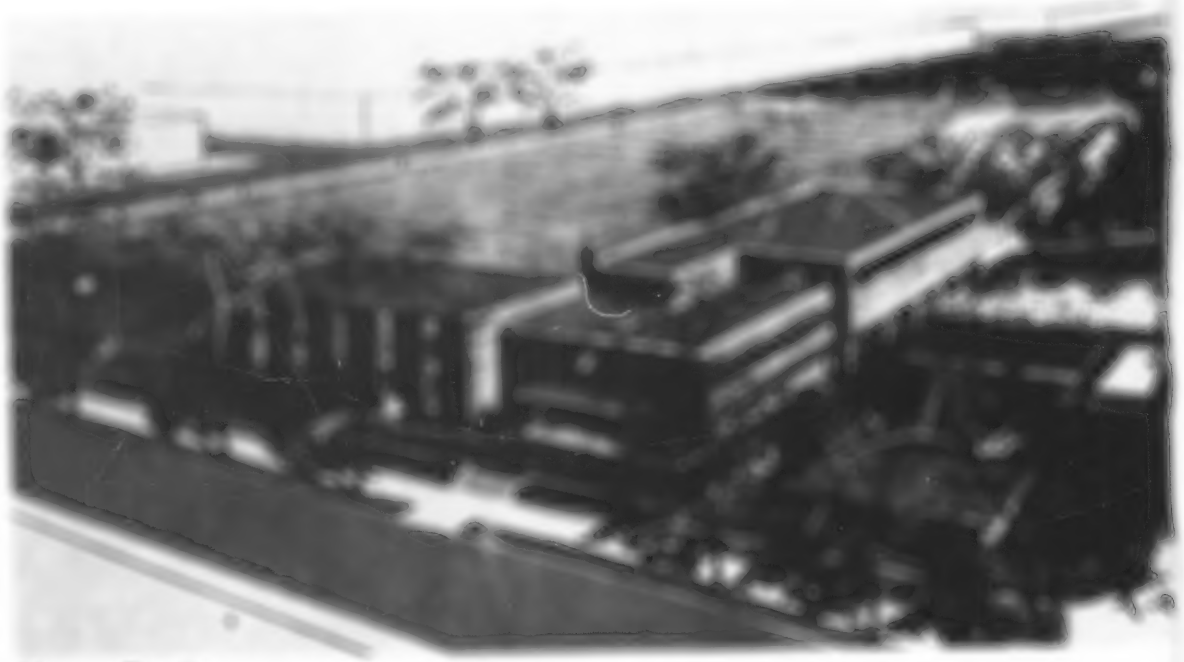
Pole tubes during 1951 disclosed the astounding fact that in America books are read with less than a third the frequency with which they are in England. Libraries like the ones shown above should bring us, in a generation, within hailing distance of our near literate colleagues.

Inyo—Exterior



Inyo—Plan—Francis J. McCarthy, Architect

Mann—Second



Mann—Exterior

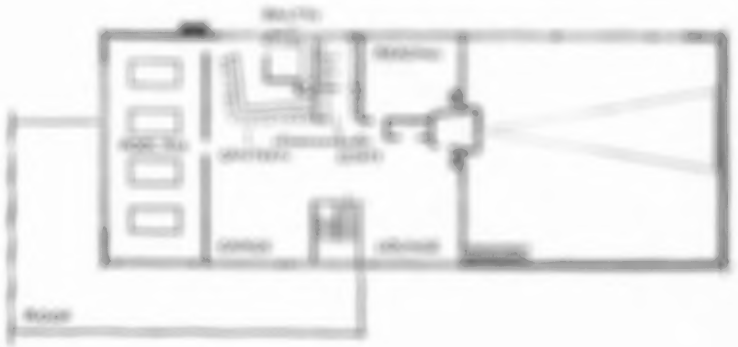
Mann—First—Lee, Sigmund; & Dunchek, Architects

RECREATIONAL BUILDINGS

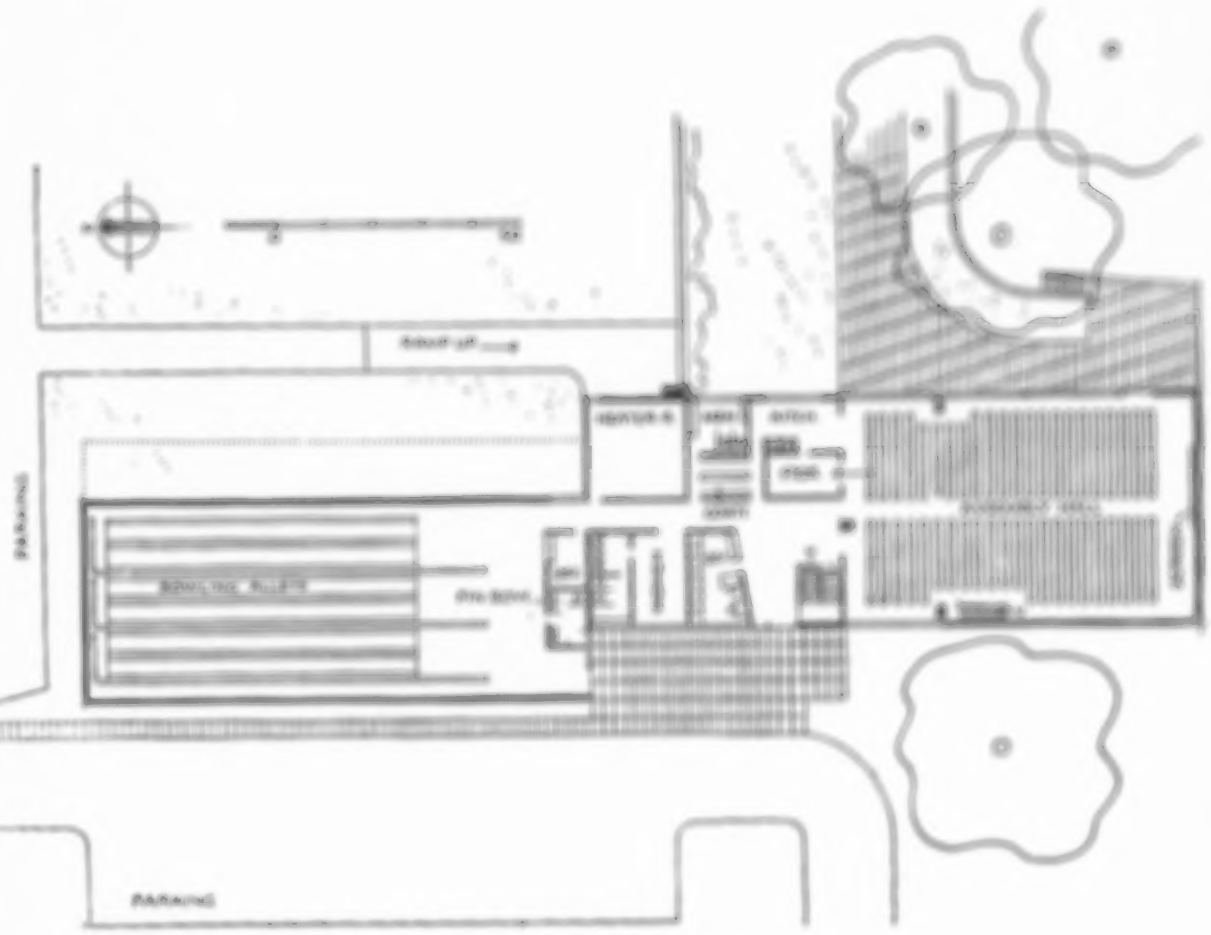
"Recreation" — "physical education" — "physical culture"; even the traditional terminology in this field carries broad implications. Today it is rare to encounter recreational buildings which do not include facilities for developing mind as well as body.

One of the most versatile such projects developed in recent years is the Freddie B. Mann Recreation Center in Philadelphia. The first floor plan, except for a TV lounging room and administration offices, serves as almost purely athletic program. But a broad stair leading up from the lobby gives access to a full complement of educational facilities on the second floor: an arts and crafts department with big storage cabinets; a simple stage and auditorium capable of functioning as three meeting-rooms; and, across the corridor, a meeting room "proper" with an adjoining kitchen. The gymnasium and exercise room is so located as to interfere as little as possible with the two strenuous activities on this level, as well as elsewhere in the building.

Mann—First—Lee, Sigmund; & Dunchek, Architects



Lapeer—Second



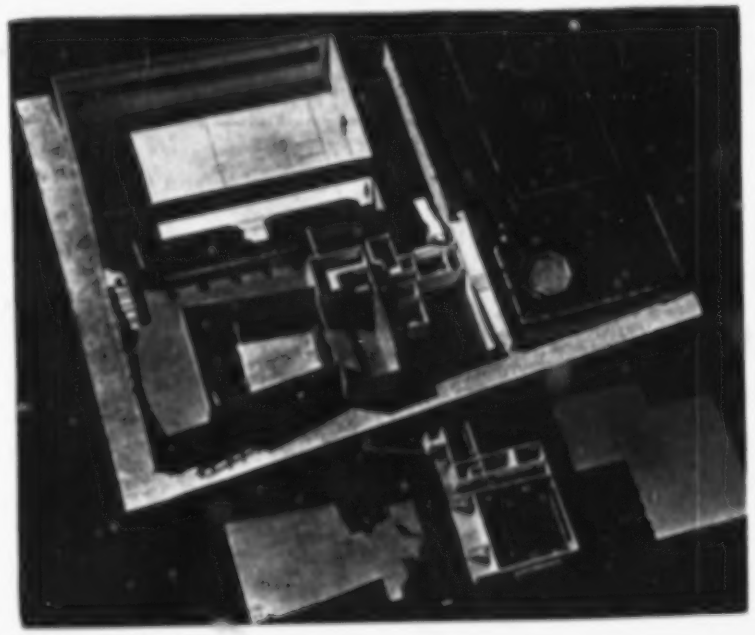
Lapeer—First—Saarinen, Swanson & Saarinen, Architects

Lapeer—Entrance

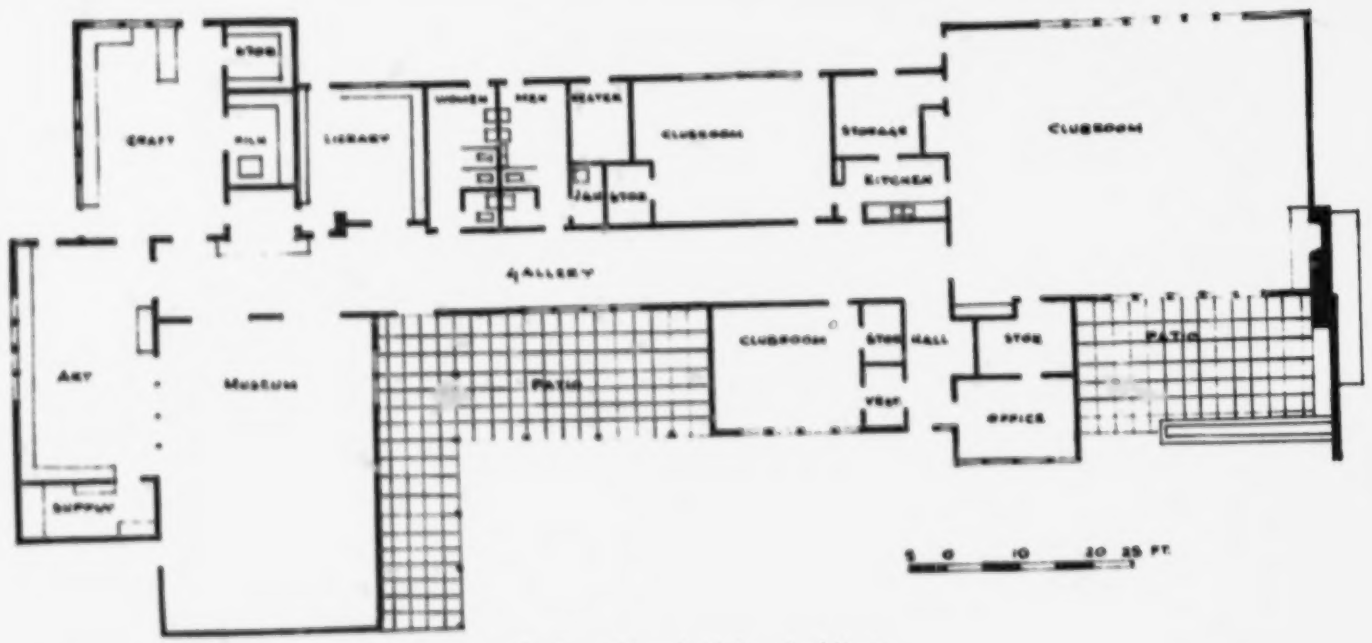
One of the more publicly acceptable types of Veterans' Memorial would seem to be the recreational center. The project for a Veterans Memorial Building at Lapeer, Michigan, includes a ground floor assembly room for meetings and movies, part of which can be divided off by folding partitions into two smaller meeting rooms, and which is separated from the bowling alleys by an administrative bureau. Facilities on the second floor include a canteen and small library. This project was originated by a number of veterans' organizations, backed by a civic committee.

In Oakland, California, a recreation center with an extensive and delightful combination of facilities has been developed in connection with the city's Municipal Playground. Here are generous meeting rooms of varied sizes for the use of neighborhood clubs and organizations; but the accent is on youth — and on art. A very considerable portion of the plan provides for the fullest range of art and craft activity. In addition to the workrooms themselves there are a kiln room, an art library, and, close at hand, a museum in which the students and other artists may exhibit.

Municipal—Exterior

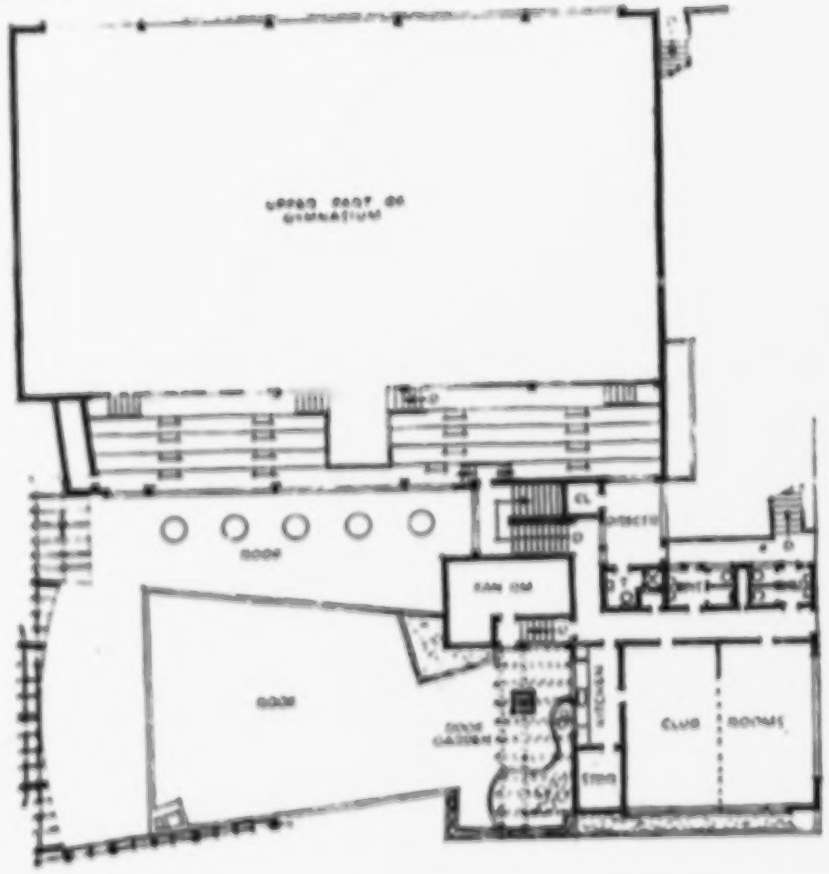


Chinese—Sections

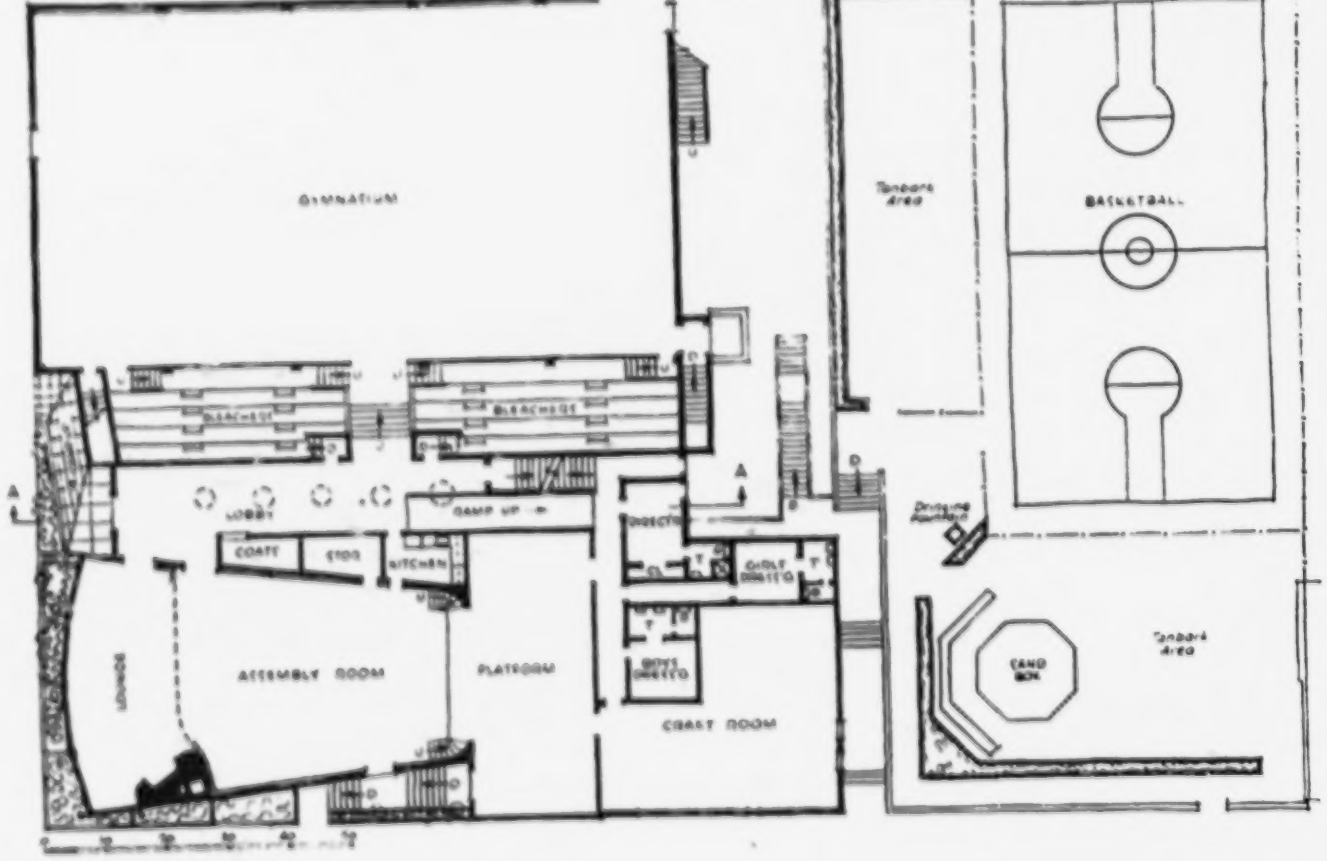


Mosswood—Plan—Malcolm Reynolds & Loy Chamberlain, Architects

Chinese—Second

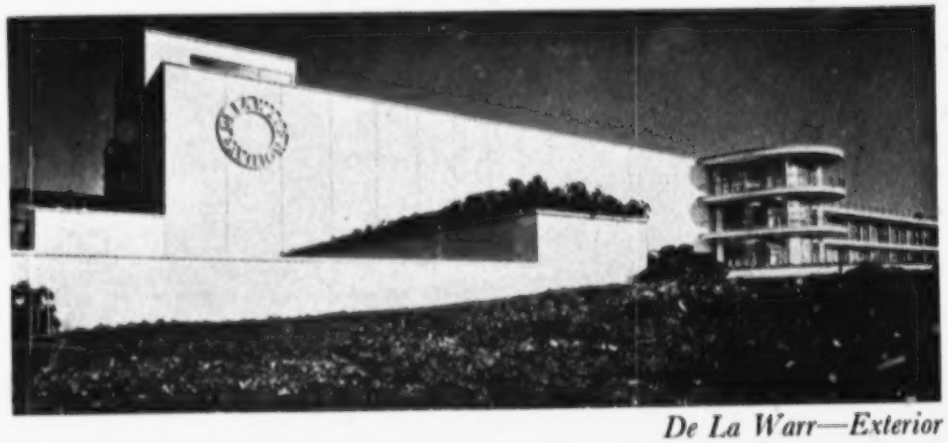


Chinese—First—Wm. G. Merchant, Architect



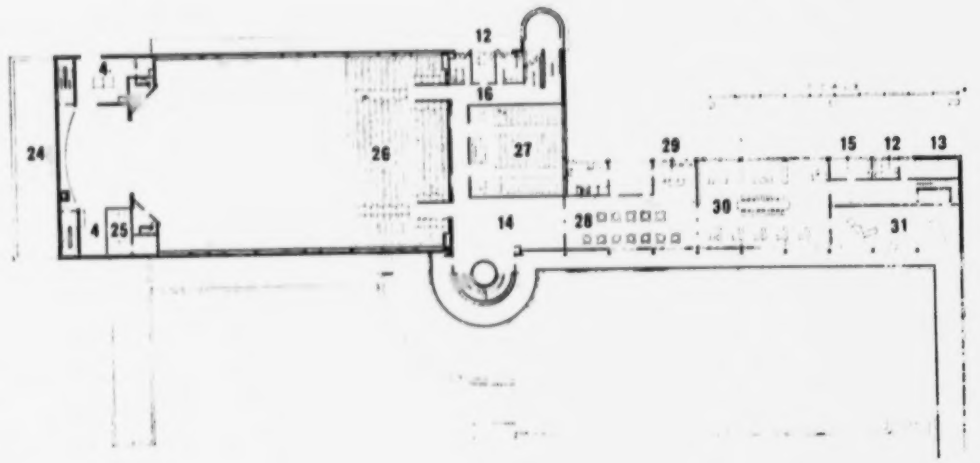
Across the bay in San Francisco the Chinese population exceeds 20,000. A recreational project for their special benefit has been developed — although not for them exclusively, since its doors are open to all citizens of the municipality. Appropriately enough, the architecture of this Center recalls Chinese precedent, without involving compromises with present-day concepts and techniques of building. The L-shaped craft room makes for functional articulation; toilets on the second floor may be used either by persons inside the building or on the extensive playground outside; there is a roof garden; and the interior ramp next to the stairway presents an easy alternative to the very young or the elderly.

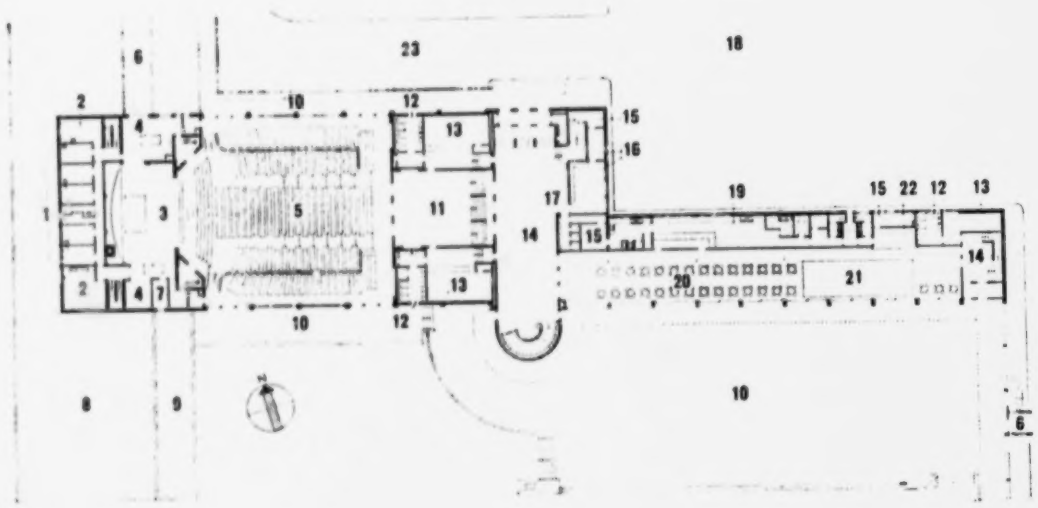
Greater leisure-time activity in America during the past quarter of a century has been matched by opportunities for vacation study. While certain labor unions have conducted ambitious educational



De La Warr—Exterior

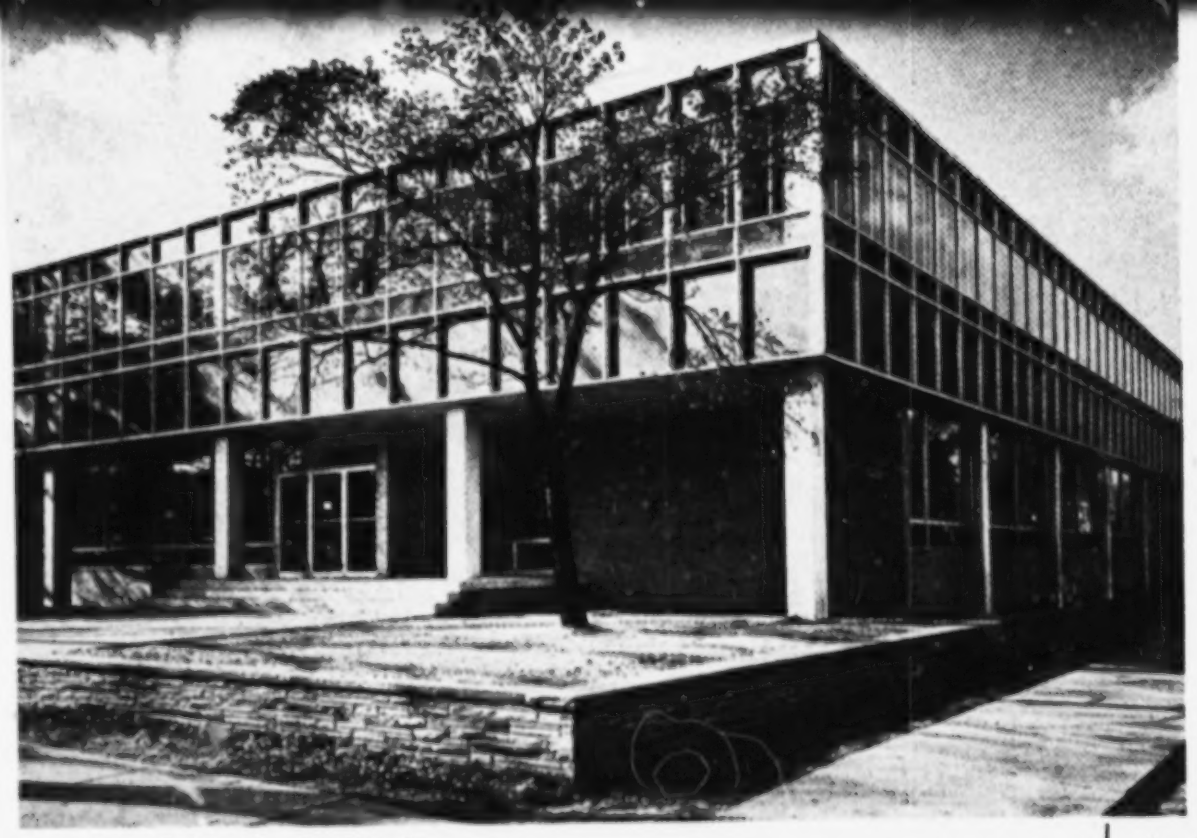
programs for their members at summer camps, and there are numerous other specialized facilities of this kind, particularly in the fields of art and music, their architecture is, with few exceptions, casual. Despite the intervention of television, it is perhaps not too late in this country to revive something like the "Chautauqua" ideal; in which the charms of a noted watering-place or mountain resort, and the holidays of those who frequent it, may be enhanced by a great building which encourages cultural adventure at first hand. The De La Warr Pavilion, at Bexhill, England, constructed just before the War, remains a model for such buildings. It is characterized at once by functional diversity and admirable openness, one instance of the latter being the elevation of side passages along the sloping floor of the auditorium to entrance-level, thus ensuring free passage to the broad terraces outside.





1. Dressing Rooms
2. Chorus
3. Stage
4. Scene Dock
5. Auditorium
6. Ramp
7. Stage Manager
8. Stage Yard
9. Flower Box
10. Terrace
11. Foyer
12. Toilets
13. Coats
14. Hall
15. Storage
16. Office
17. Telephones
18. Auto Parking
19. Kitchen
20. Restaurant
21. Dance Floor
22. Orchestra
23. Drive
24. Roof
25. Electric Gallery
26. Gallery
27. Conference Hall
28. Lounge
29. Bar
30. Library
31. Sun Parlor

De La Warr—Plans—Mendelsohn & Chermayeff, Architects

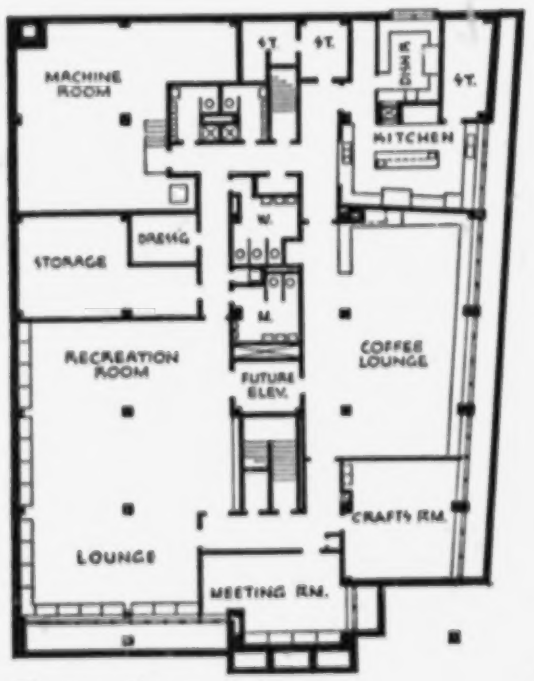


International—Exterior

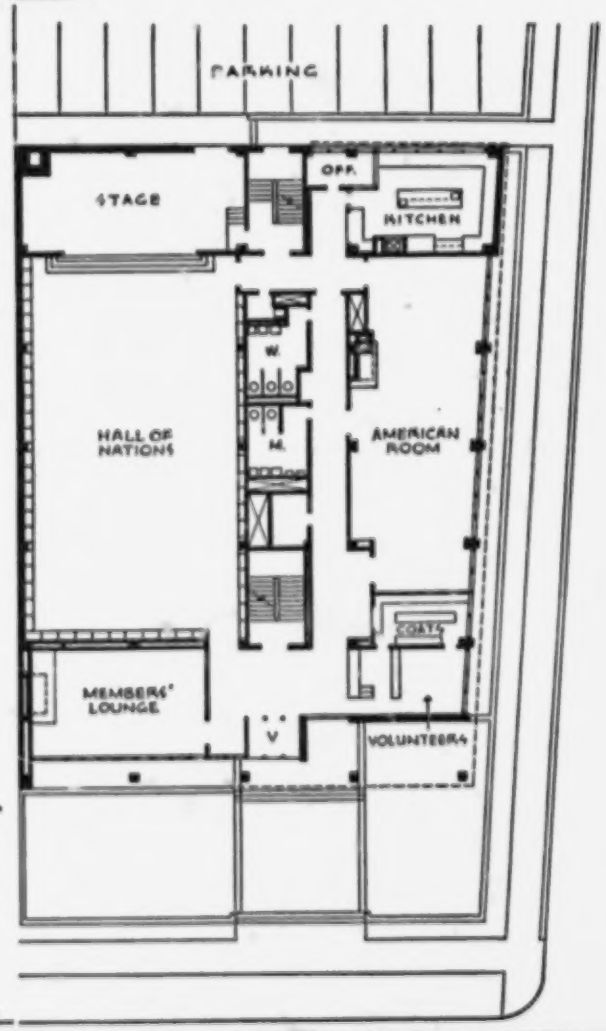
International—Plans—O'Dell, Hewlett & Luckenbach, Architects

COMMUNITY CENTERS

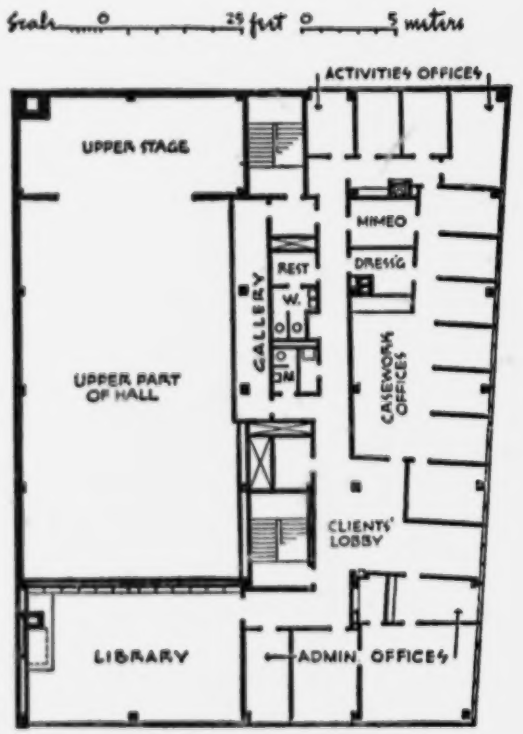
Of all buildings except those few thus far expressly designed for adult education, it is the community center which forms adult education's natural habitat. The first building we show in this Section is none the less of this category because it serves the foreign-born in one of the great remaining melting-pot cities of America — Detroit. Here the International Institute has undertaken an Americanization program both varied and thoroughgoing. The building hums with cultural activity: arts and crafts, a library, dancing and language classes, group-discussions, dramatic productions. On both basement and first floor are commodious meeting-rooms, with kitchens adjoining. Locating the library on the second floor away from group-concentrations, and protected from casework areas by a corner cluster of administrative offices, ensures quiet. The plumbing and heating core at the center of the plan makes for economy; and there is provision at this point also for a future elevator.



Basement



First Floor



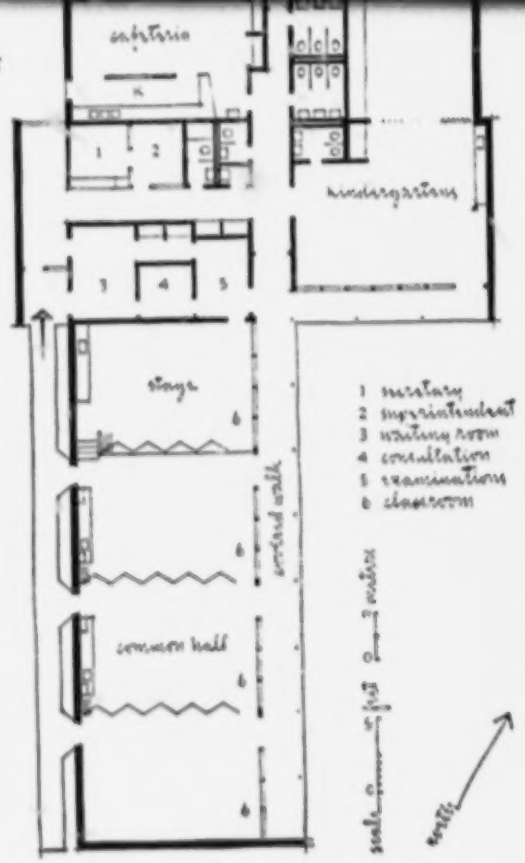
Second Floor

Peoples—Plan—Curtis & Davis, Architects

A more modest enterprise, but similar in that its program is limited ethnically — in this case to Negroes — is the Peoples Methodist Community Center in New Orleans. A limited budget made necessary extensive dual-use. Thus the four classrooms south of the health and administration area serve 120 children; and at other times provide space for adult lectures, concerts, plays, social functions. When the partitions are opened 200 persons may be seated. There is a nursery school with its own play-yard; and a dining patio. The structure enclosing the north half of the building has been strengthened to accommodate a future second storey.

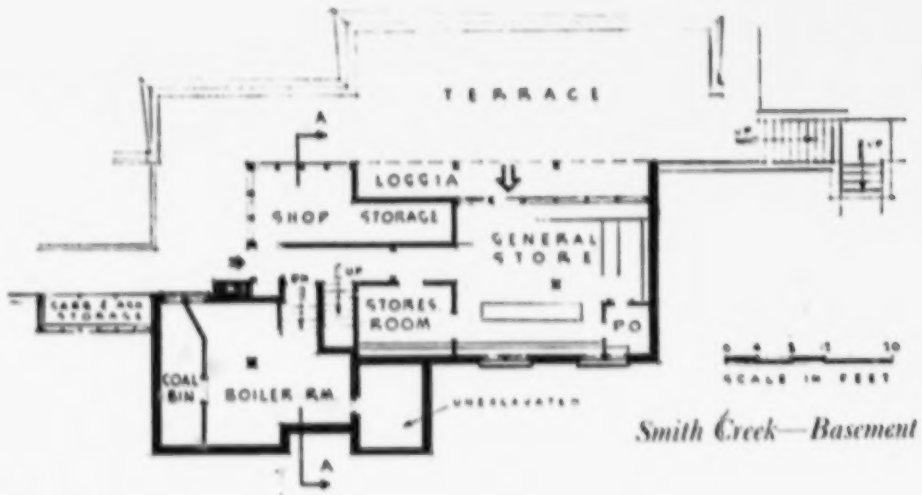
The little building at Smith Creek Village, Tennessee, is of interest in several respects. Designed for operations personnel at one of the TVA dams which, like most of the others, sprang up in areas innocent of towns, it is half community house and half general store. Moreover the halves are joined vertically, by an adroit use of steep topography. The stairway has a split-level entrance. Originally erected for some twenty-five families, the assembly room became in turn a day-school for their children and, after hours, a place for family recreation.

Peoples—Exterior



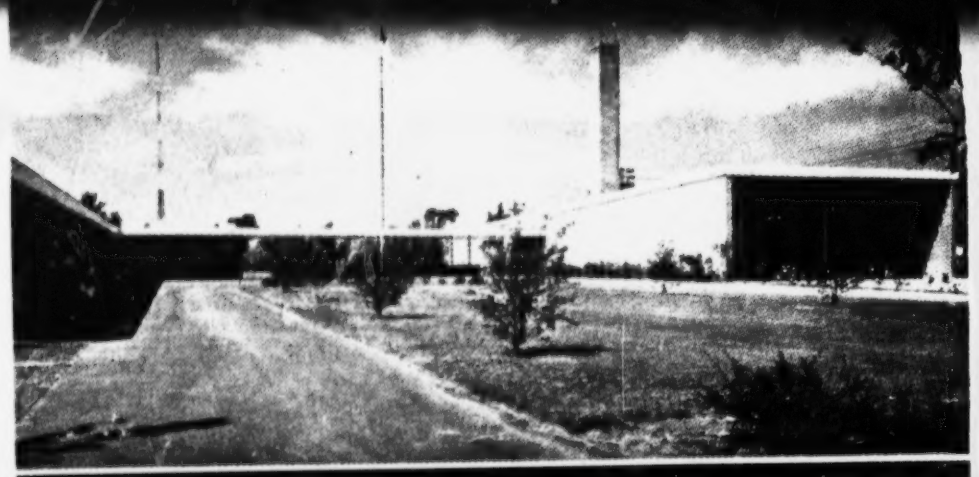
Smith Creek—Exterior

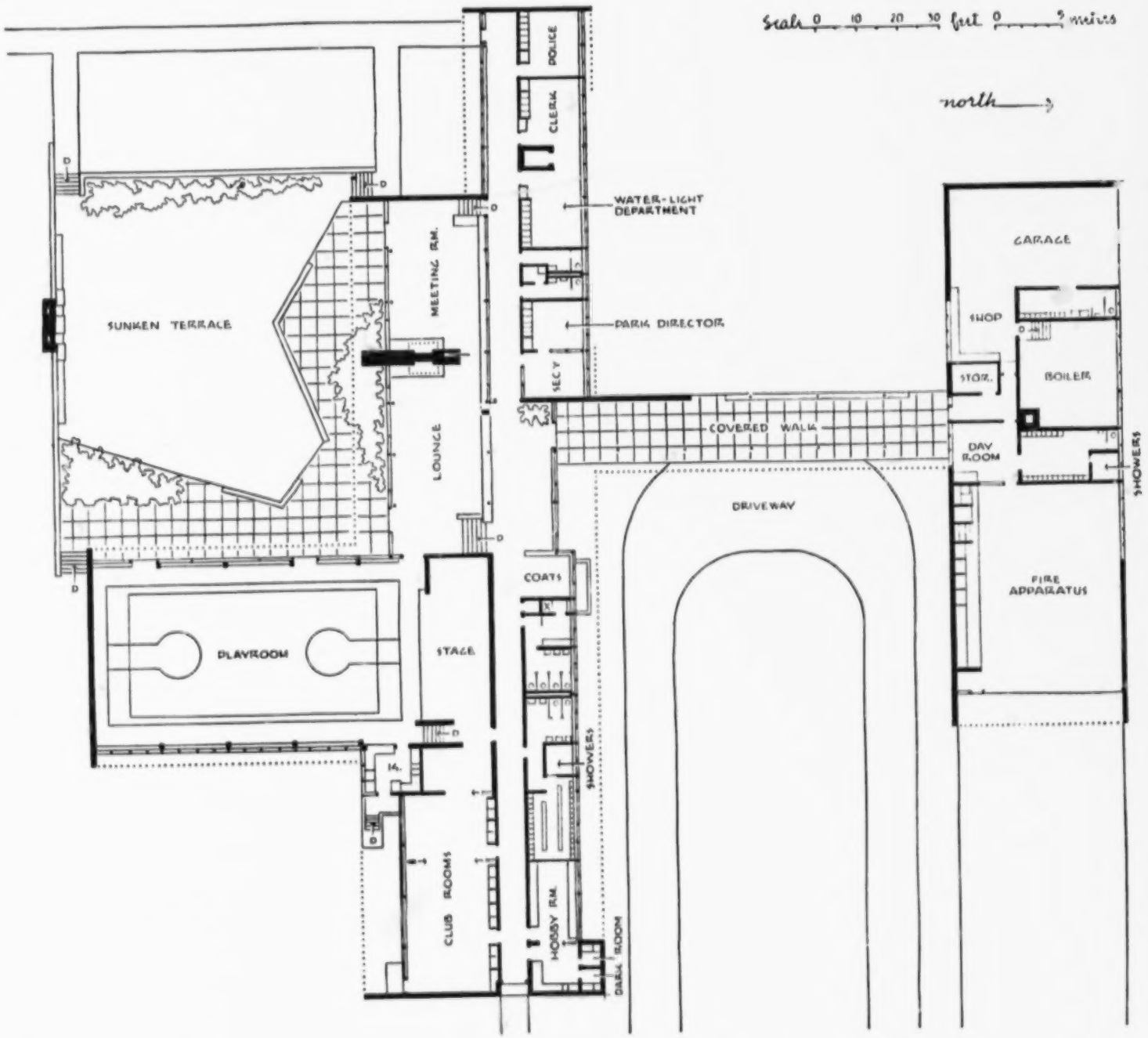
Smith Creek—First—Roland A. Wank, Architect



Smith Creek—Basement

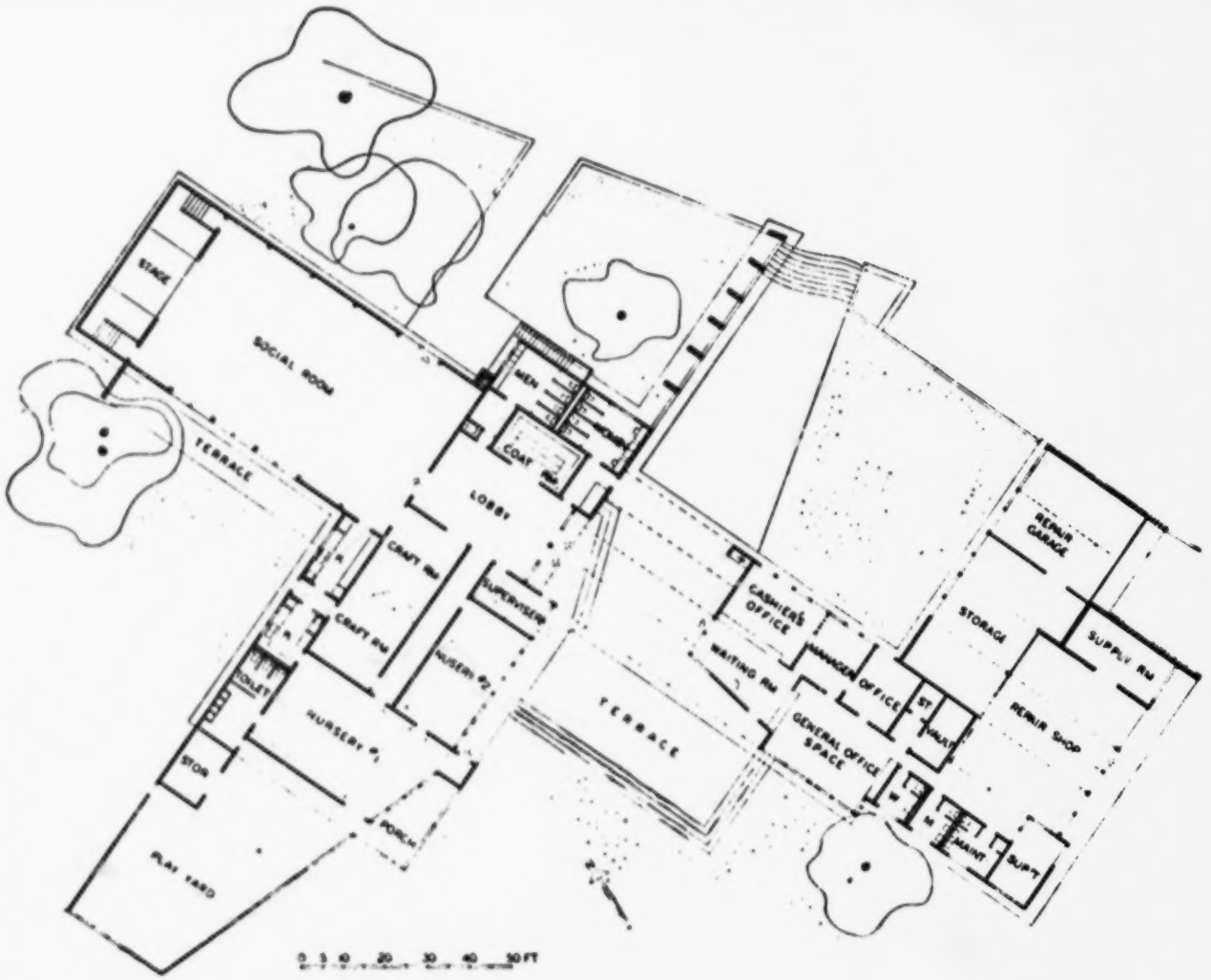
Bedford—Exterior





Bedford—Plan—Perkins & Will, Architects

Bedford—Detail



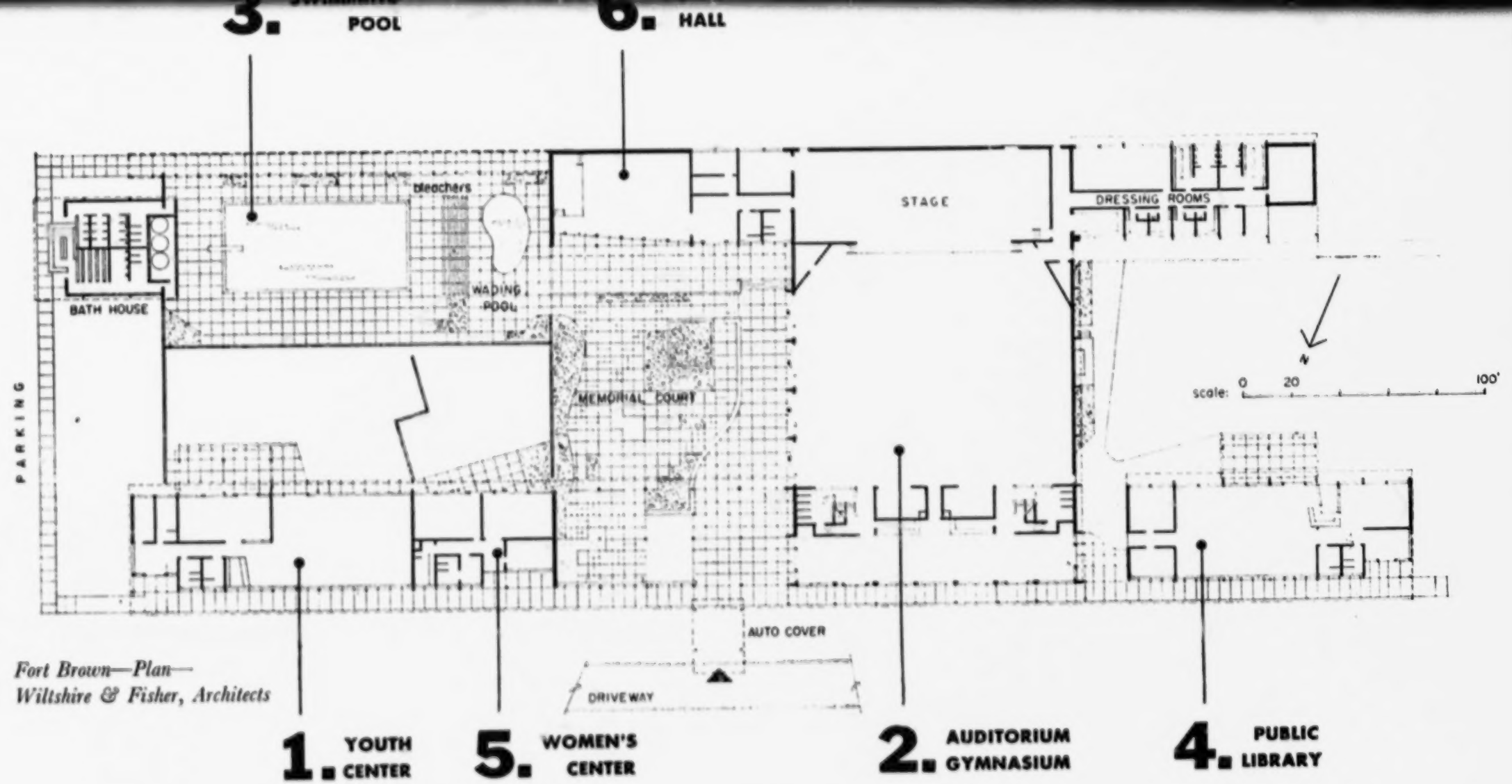
Holly—Plan—Jones, Ahlson & Thiry, Architects

When the old school building which had been used as a village hall for Bedford Park, near Chicago, was condemned, and this small industrial community became fully aware of its departmental housing needs, it voted a bond issue of approximately $500,000 to meet them; and it met them more than half-way. The result was a Community Building of unusual comprehensiveness. It is organized into three zones: an element containing municipal offices, meeting rooms, hobby-shop and lounge; a big playroom which functions as gymnasium, auditorium, and theater; and a combination fire-house and maintenance building. The first two elements and the third are connected by a loggia. The elementary school across the street, previously lacking such facilities, makes use of the playroom, and at times, the hobby rooms. Pipes taken from the main heating lines which run under the loggia melt snow and ice on the connecting walk.

Earlier and later plans for community buildings have resembled the Bedford Park building in its major articulations. This is notably true of one across the country, for the Holly Park Housing Development, at Seattle, Washington; where the areas for public use are concentrated in one section, and the familiar central loggia leads to a wing given over to administration and maintenance. In this milder climate the terrace at the rear of the building is extensively used for community dances, suppers, and social gatherings.

Fort Brown—Exterior

Th Fort Brown Civic Center at Brownsville, Texas is a tribute to the public spirit and the private generosity of that border community of 50,000 population. It is, as the plan indicates, six community buildings in one: youth center, auditorium-gymnasium, bath-house (for a large outdoor swimming pool), public library, women's center, and town hall. The Women's Center has a lounge, a 75-seat meeting room, and a kitchen; the Youth Center, a lounge, an indoor-outdoor game room, and a snack-bar. All of these elements have been disposed around a monumental memorial court. The Brownsville Center represents an adaptation of a prize-winning design, following a carefully regulated competition in which some twenty-five Texas architects participated.

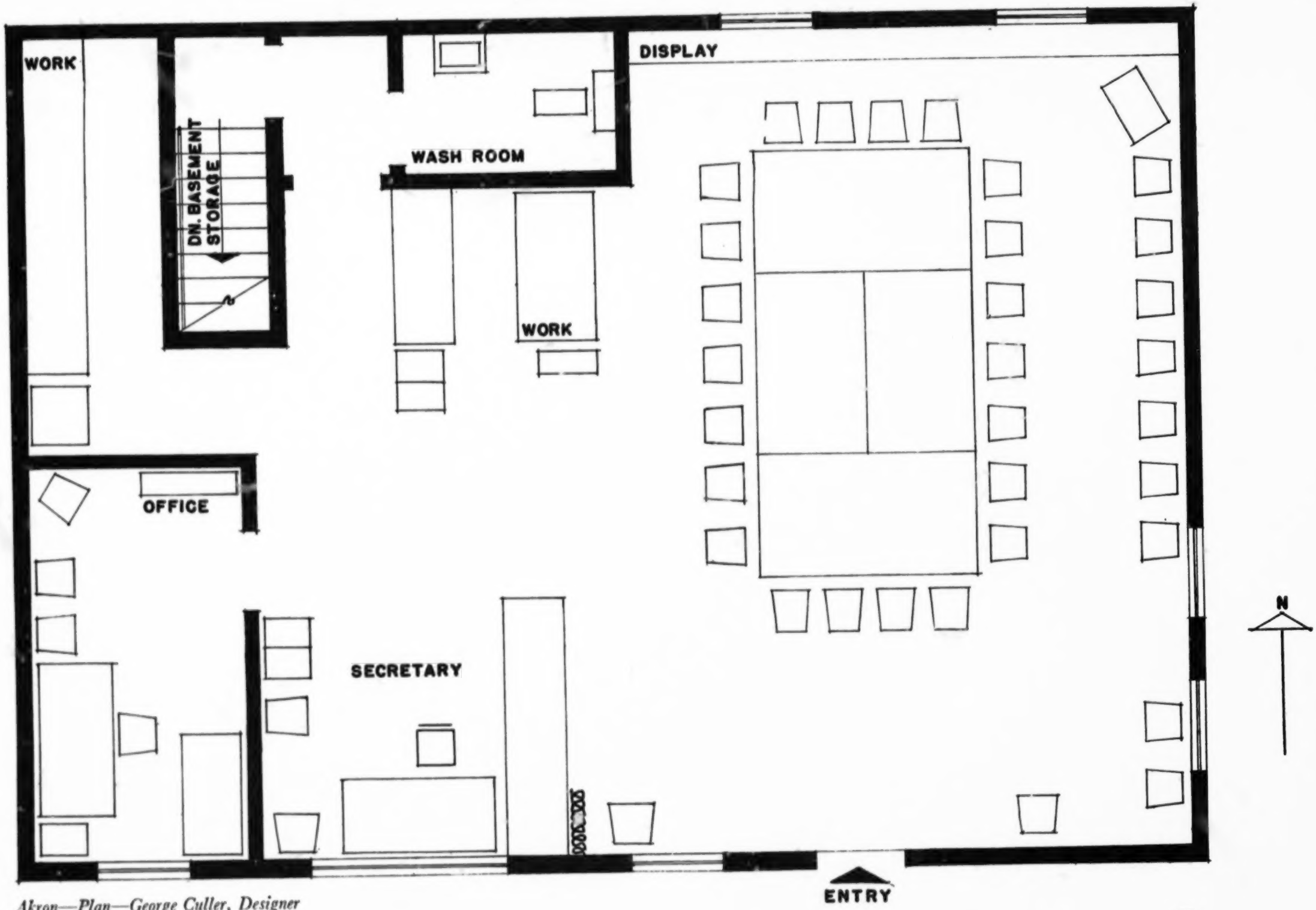


Fort Brown—Plan—
Wiltshire & Fisher, Architects

BUILDINGS FOR ADULT EDUCATION

The early momentum of adult education rolled over the continent with a rapidity which has proved almost as inconvenient as it was impressive. Where its advocates and enthusiasts managed to establish their spatial independence it was, for the most part, an independence achieved in hand-me-down or subdivided public school buildings. Completely autonomous adult programs of this character were established and are still reported from innumerable localities, among them — just to indicate their scope — Niagara Falls, Knoxville, and Alhambra, California. Elsewhere other types of structure have been successfully remodeled or added to; from the little building for the Adult Education Foundation of Akron, to the far more imposing expansion projected for the New School for Social Research in New York City.

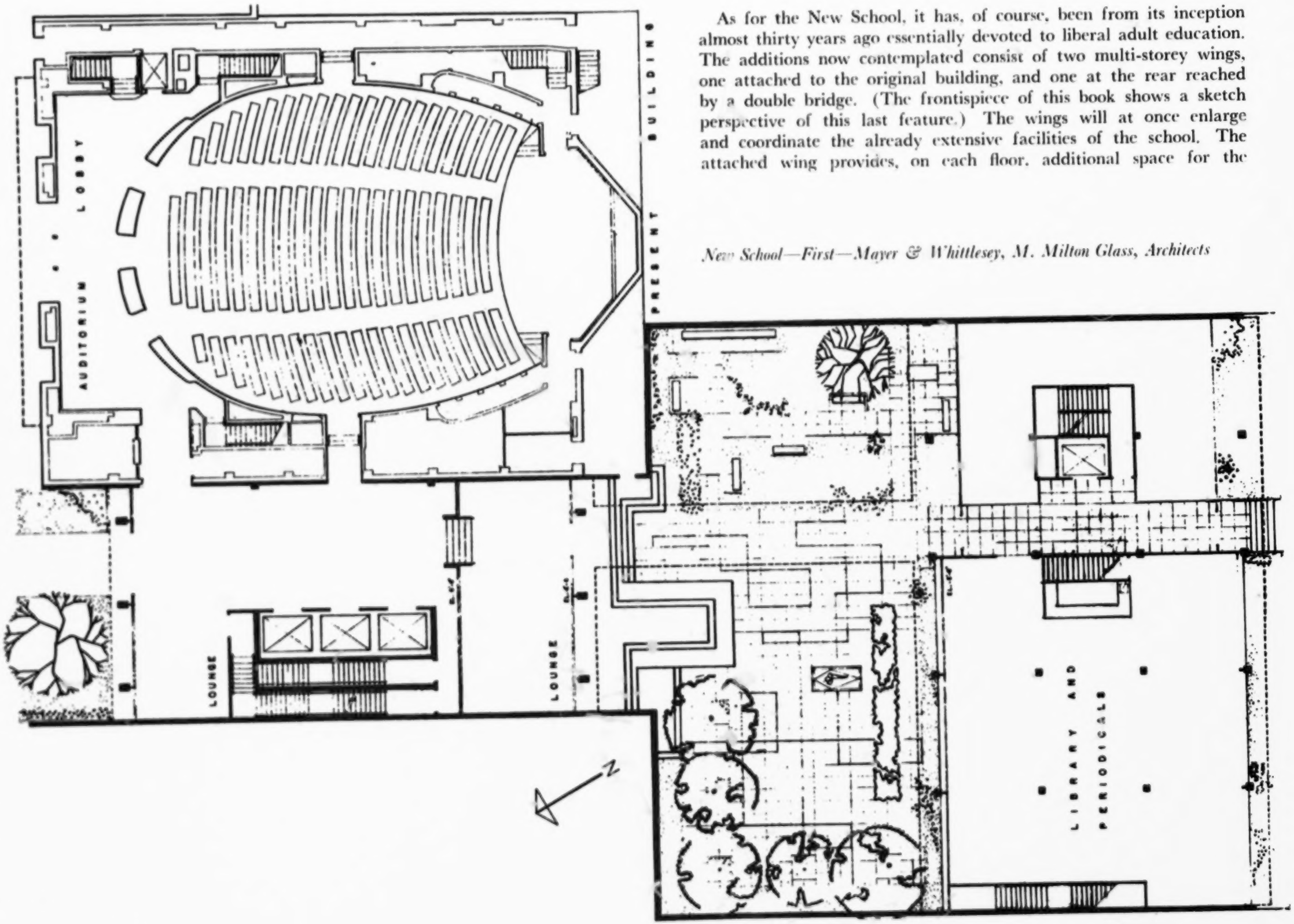
The Akron building grew out of the "Test Cities Project", under which the Fund for Adult Education several years ago set up adult education centers on an experimental basis in a number of American communities. By what turned out to be a happy impulse the Foundation hit on the idea of acquiring for its program a marginal service station just outside the downtown core. It afforded a highly accessible location, plenty of parking space, and a good start on unpretentious accommodations. Enlarged, it now exhibits remarkable versatility. Inside, in what is actually one room, may be found conference, committee and consultation space, a work-room, film-showing facilities, and a display area where the Akron Art Institute keeps a loan exhibit.



Akron—Plan—George Culler, Designer

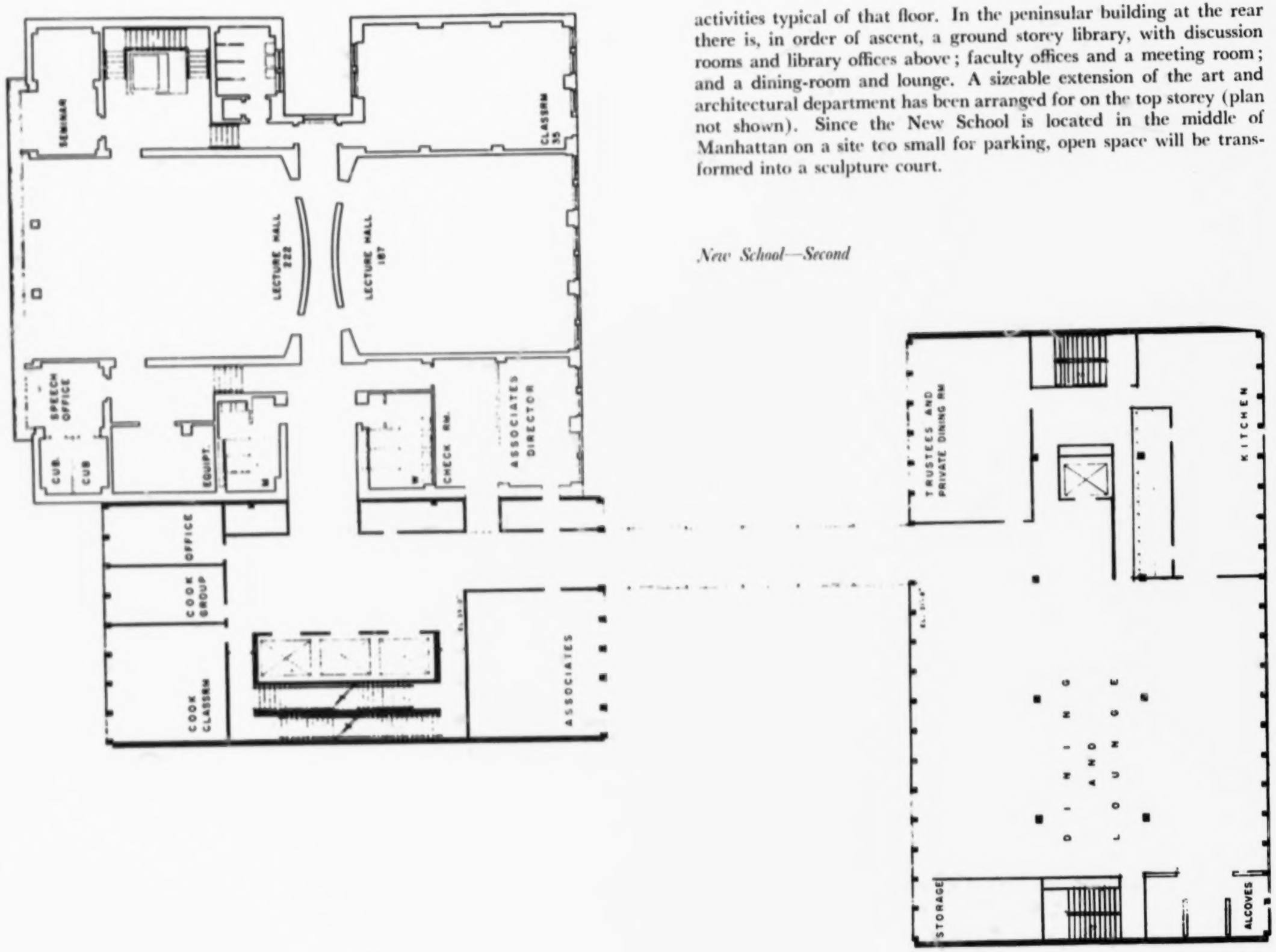
As for the New School, it has, of course, been from its inception almost thirty years ago essentially devoted to liberal adult education. The additions now contemplated consist of two multi-storey wings, one attached to the original building, and one at the rear reached by a double bridge. (The frontispiece of this book shows a sketch perspective of this last feature.) The wings will at once enlarge and coordinate the already extensive facilities of the school. The attached wing provides, on each floor, additional space for the

New School—First—Mayer & Whittlesey, M. Milton Glass, Architects



activities typical of that floor. In the peninsular building at the rear there is, in order of ascent, a ground storey library, with discussion rooms and library offices above; faculty offices and a meeting room; and a dining-room and lounge. A sizeable extension of the art and architectural department has been arranged for on the top storey (plan not shown). Since the New School is located in the middle of Manhattan on a site too small for parking, open space will be transformed into a sculpture court.

New School—Second

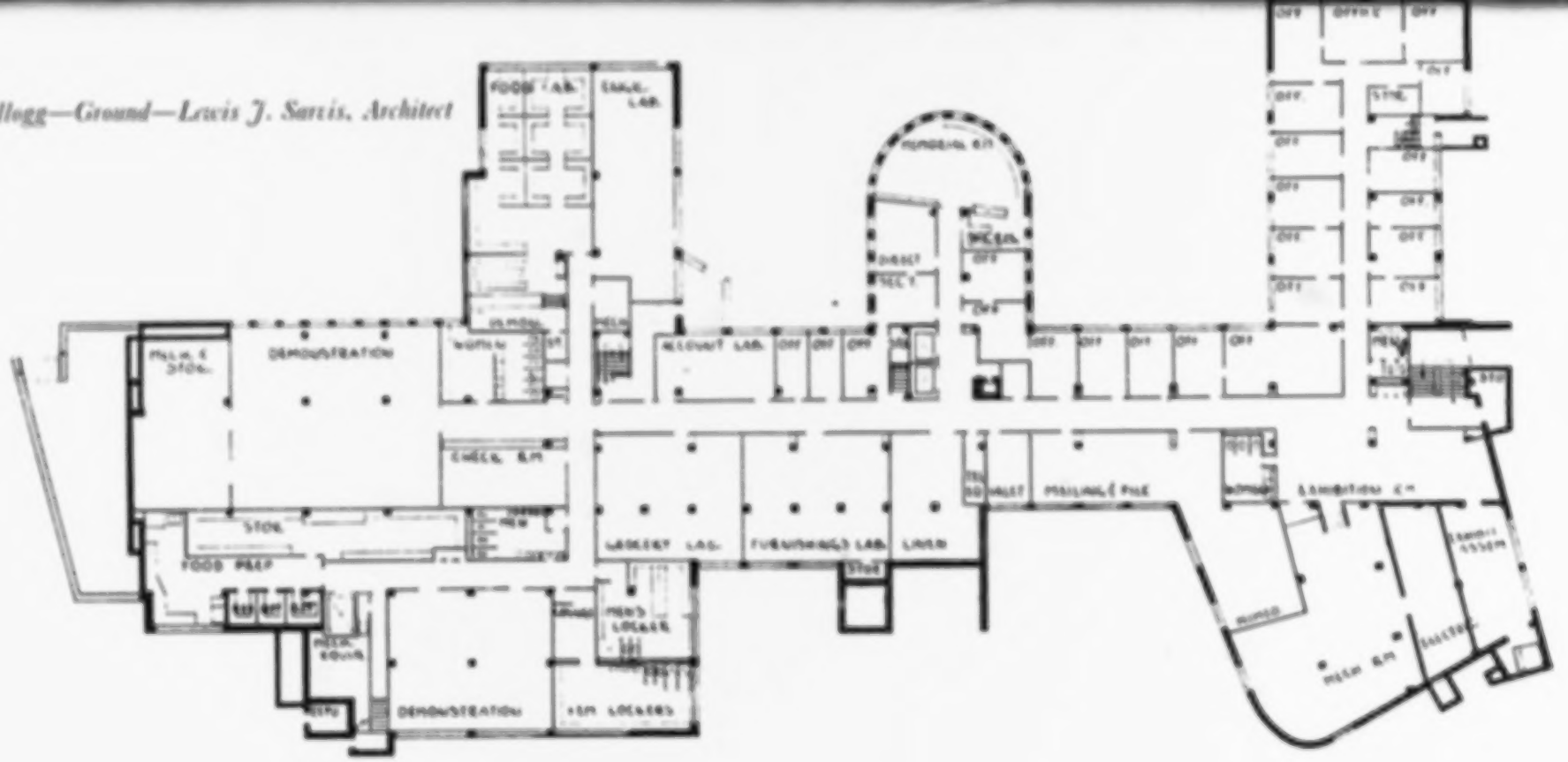


New School—Exterior

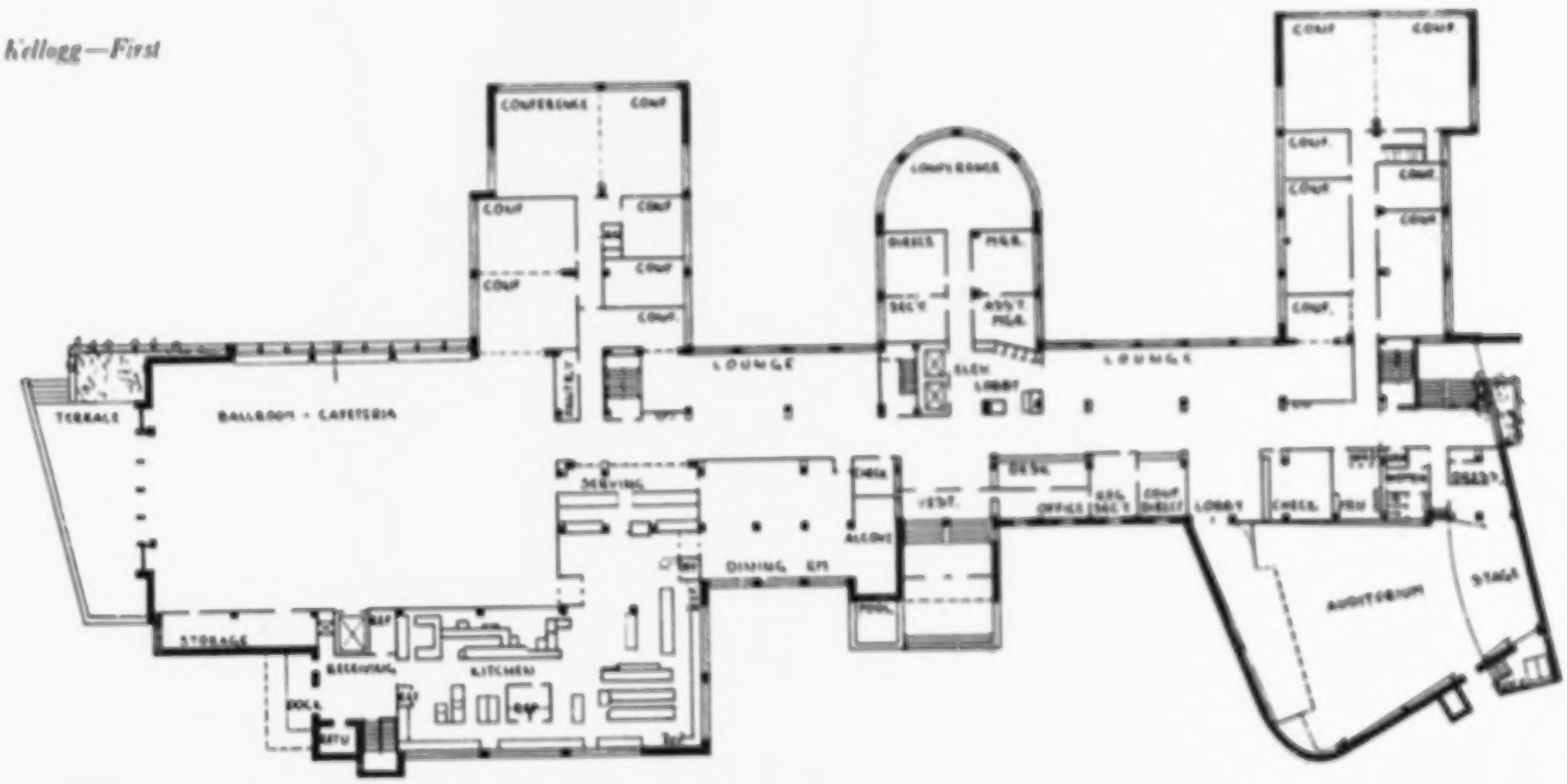
Far-famed among buildings designed uniquely for adult education is the Center, co-sponsored by the Kellogg Foundation, at East Lansing, Michigan, on the campus of Michigan State College. Few individuals closely associated with the adult education movement have not enjoyed the Kellogg Center's stimulating hospitality. The upper storeys of the building are developed as quarters for transient students and educators; and are effectively staffed by students enrolled in the College's School of Hotel Management. But, to quote the architect: "Basically, the building is educational, and with that thought in mind we designed and arranged the conference rooms so that they could be used by any educational group. They were put on the quiet side of the building, and they permit different groups to meet or discuss without disturbance to others." While the ground storey is chiefly given over to offices, storage-rooms and laboratories, it affords a very convenient cluster of checking and rest-room facilities for the large groups who use the ballroom-cafeteria on the storeys above. Such groups enter the building directly from the parking lot at a door located adjacent to the Account Laboratory; and after putting off their wraps, use the interior stair to make their way up, arriving "without disturbance to others" squarely within the ballroom area. The first storey plan attests not only to the privacy of the conference rooms, but to their multiplicity, their adaptability, and their range of size.

Kellogg—Exterior

Kellogg—Ground—Lewis J. Sarvis, Architect

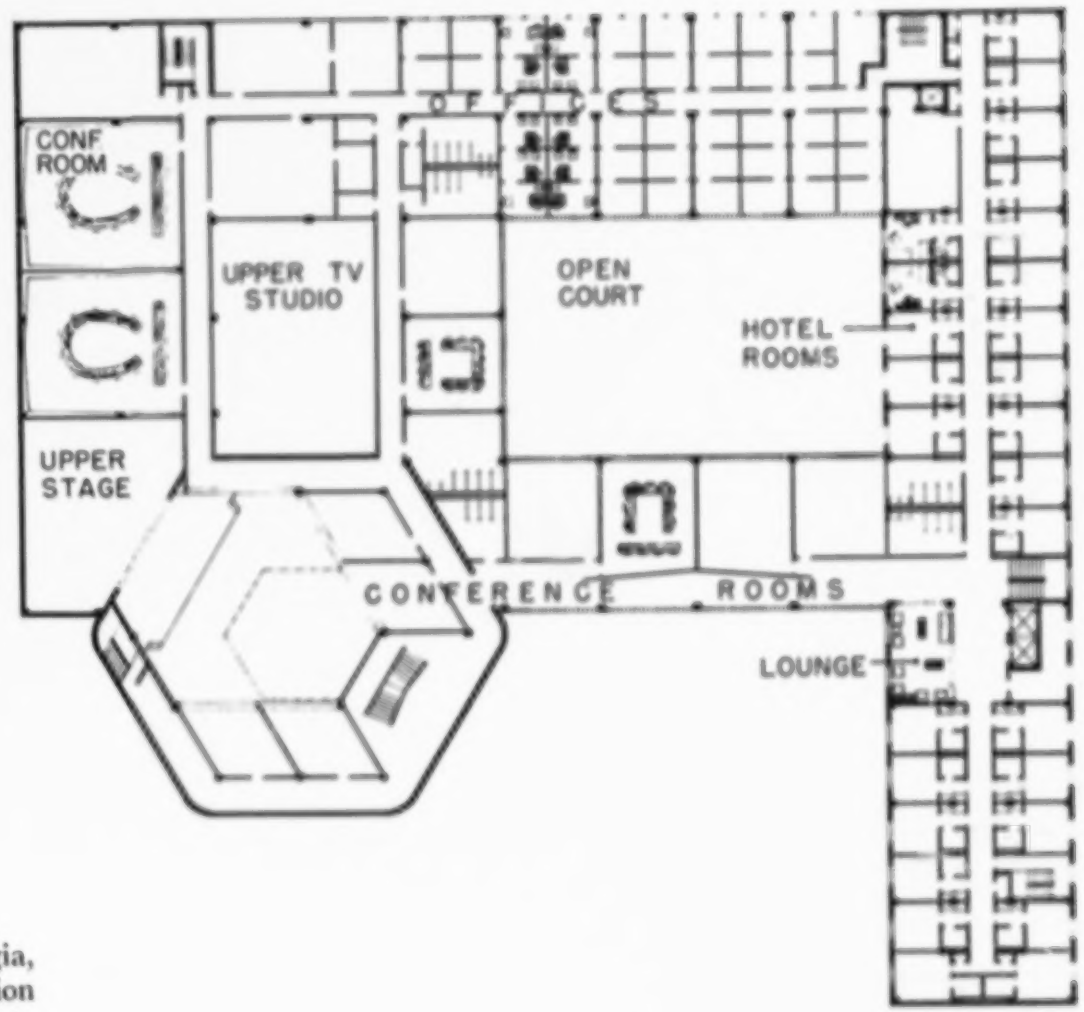


Kellogg—First



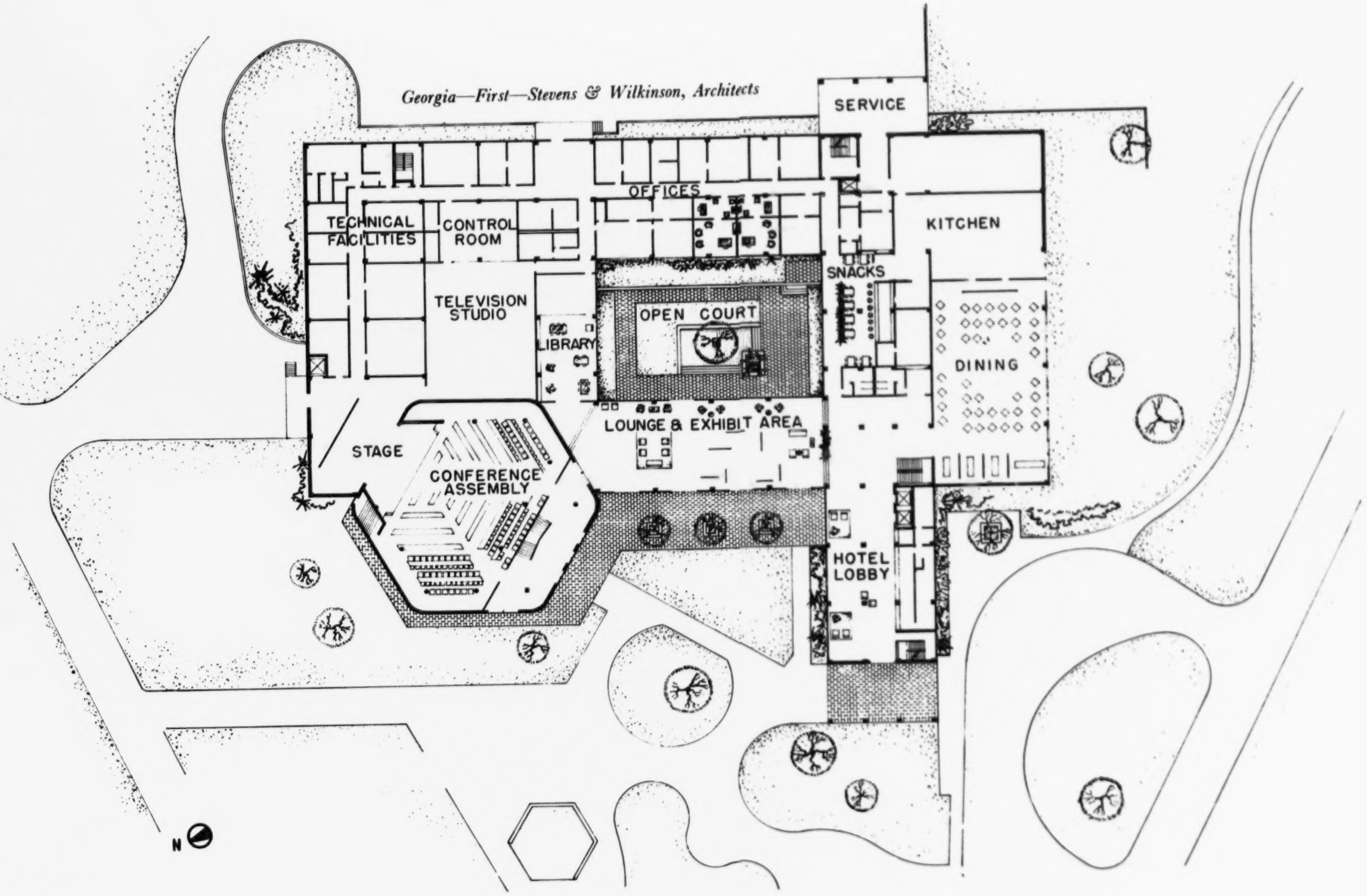
Georgia—Exterior

Georgia—Second



Now a second such Center is under way at Athens, Georgia, scheduled for completion in Autumn, 1956; again in collaboration with an established institution of higher learning, this time the State University. Reading clockwise, the first storey plan provides a generous-size lounge and exhibit area, a hexagonal assembly room, a TV studio, a library, various offices and conference rooms — and off to the right, the hotel lobby and dining facilities; for in this Center, as in its northern predecessor, overnight visitors are accommodated in the building. (The perspective clearly shows the multi-storey hotel-room stack.) The second floor of the educational unit provides additional conference rooms and general offices. Audio-visual, projection, and recording equipment is unusually complete; and the designers have given the same thoughtful attention to segregating conference and workshop rooms to secure maximum privacy and independence of access. Both the Kellogg Center at East Lansing and the Georgia Center for Continuing Education are, in the most striking sense of the phrase "adult education in residence."

Georgia—First—Stevens & Wilkinson, Architects



A NOTE ON FINANCING AND MANAGEMENT

While this book is primarily dedicated to promoting creative outlay, its authors are not unmindful of the question "Where is the money coming from?" There are two kinds of money which must be mustered to assure a roof over adult education's head: money to put up the roof, and money to keep it patched: in other words, money to house a program and money to keep the program going.

By giving, in the foregoing text, some inkling of the extraordinary manysidedness of recent sponsorship we hope that we have convinced adult educators in America that sources of financial investment in required plant are today varied and often close at hand. As for official subsidy, while it is true that Federal aid began almost forty years ago with grants for vocational training, and has on the whole been broadly conceived, it fluctuates with national emergencies; and even at its latest crest (following the Korean War), it must be regarded chiefly as providing a stimulus to informal adult education, rather than a direct help.

Ten or twelve states now, however, actively subsidize adult education. In California, for example, courses in adult education are made possible under a statute which earmarks funds for "a civic center at each public school building within the State where organizations for civic, political, and cultural improvement may engage in supervised recreational study." New York State contributes a lion's share of financing community adult education — somewhere between sixty and sixty-five per cent.

Again, many local communities — particularly larger cities — have for many years financed adult education activities as a matter of course out of school or real estate taxes. A conspicuous example is Denver, where adult education is recognized as a function of the public school system, and generous provision is made for it in the annual budget.

When official support cannot be elicited, the educator who seeks building funds may have recourse to financial help from public-spirited individuals or groups—corporations, foundations, associations, and the like; or he may prefer to do so at the outset. It is a frequently asserted but quite demonstrable fallacy that sources of private endowment are drying up. As a matter of fact the high and steady level of American prosperity, coupled with favoring tax and inheritance laws, have produced during the past decade or so an extraordinary outpouring of just such support. Nor can the influence of another less tangible factor be discounted: the very real inclination of those who control the reservoirs of American wealth to release large stores of it imaginatively, creatively and for broad social benefit.

But just as the educator, in accepting official support, may run the risk of steering his program into official mediocrity, so in accepting private gifts he may incur the danger of wrecking it on the reefs of personal prejudice or whimsicality. Implicit in acceptance of any kind, public or private, is a determination that there be no strings or mooring-ropes attached to endowment; and that before and after transfer the tiller be grasped by none but impartial and unbiased hands.

How much to spend on capital improvement for adult education is, then, a question which appears to depend on local circumstance and evident response. Where there are no "angels" in the offing, and when state and community aid is unavailable, the educator must realize with the utmost acuteness that structure is only the start, and that no building investment whatever should be authorized unless additional funds for operation and maintenance are not only forthcoming but inevitable.

The economics of operating the program have been somewhat more definitely analyzed, largely as a result of several studies made in this field during the past few years: "Report on the After-School Use of Buildings" — The Association of School Business Officials, 1949; "Financing Public School Adult Education Programs in New York State" — Ralph J. Stanley, 1951; "Financing Adult Education" — National Commission on Adult Education Finance of the Adult Education Association of the U. S. A., 1954. The almost complete preoccupation of these studies with one type of program — that suitable for the public school—is to some measure offset by the fact that the problems they deal with, as a consequence, are those chiefly growing out of part-time or multiple use; such problems, of course, being far more complex and more usually encountered than those pertaining to buildings erected simply and solely for adult education.

One question of major importance is that of fees. How far should fees be relied upon to support a program of informal adult education? There is a controversy on this score, with two fairly determined camps. One holds that enrollment in adult education should cost the individual nothing, or next to nothing, expenses being publicly underwritten. They point out that adult education makes for more

valuable and responsible citizenship, and therefore, in effect, is, for the community, its own reward; that most types of adult education are relatively inexpensive — statistics having proved that a full-scale general program can be carried on in public schools for somewhere between two-and-a-half and four-and-a-half per cent of the total curricular cost; that where states, for example, supply reasonably effective financial aid, there is almost three times as much participation in the adult program as in those states where financial aid is negligible.

The pro-fee camp contends that a self-respecting individual finds self-improvement worth paying for; and that if it is dispensed free of charge it is usually despised. Indeed the record shows that while high fees obviously reduce enrolment among persons of very low income, the vast majority of such persons is not attracted by free adult education anyway; and that even among those of very modest incomes a moderate fee has been no deterrent to enrolment. On the contrary, it has made for more regular and conscientious attendance.

The truth, as usual, seems to lie somewhere between two extremes. A moderate fee for courses in adult education to defray a part of their cost would seem to be clearly desirable, except perhaps, for those which aim at obvious and rudimentary social goals; i.e. "Americanization," parent education, and the like. At any rate and in any case, educators are well advised to make a careful preliminary estimate of the probable class of participation with a view to incomes earned and ability to pay.

As to the nature of fees, it will vary with the nature of the program. "After-hour" or part-time operation in non-subsidized programs will require a careful isolation of teaching, heating, lighting, and custodial cost, as well as that of wear-and-tear. If equipment of any size or complexity is used — projectors, power tools, musical instruments, public address system, etc. — the owner may reasonably ask for an initial deposit, a charge covering normal depreciation, and a guarantee that the equipment be left in good working order.

Again, whether admission charges take the form of rental or collections from individuals, every effort should be exerted to make them as inclusive as possible. Wherever possible, too, responsibility should devolve upon groups, rather than individuals; and arrangements involving payment, without exception, be concluded directly between owners or managers of the facilities and those who use them; never allowed to become a matter of negotiation between users and custodial or maintenance employees.

In adult education, as in most other fields of human activity, where there is a will, there is a way. If the way can be shown decently paved, fit for smooth running, free of unexpected twists and turns, the good will — and the good offices — of those who are asked to finance architecture for adult education will irresistibly follow it.

ACKNOWLEDGMENTS

In preparing this text, the Commission on Architecture is indebted to various individuals and organizations for support, past and continuing: — to the Fund for Adult Education which, early in 1953, called the attention of the Adult Education Association to the need for giving direction to those who were planning structure in which programs of informal adult education would, or might be, conducted; and without whose financial aid publication would have been impossible; — to the Association, on the recommendation of its Executive Committee, for accepting the responsibility for action, promptly initiating study and analysis, and acting as sponsor for this book, as well as affording strong official interest, staff collaboration, and effective liaison; — to the American Association of School Administrators, which cooperated with certain preliminary phases of this project; — to the Commission's predecessor, the Committee on Planning Physical Facilities for Adult Education; — to its Corresponding Members, who have contributed helpful advice; — and to the many architects and educators from Coast to Coast who enthusiastically submitted material for consideration.

We also gratefully acknowledge permission to reproduce original material from the following periodicals: Architectural Forum, Architectural Record, Progressive Architecture, School Executive, Stone Magazine; and from prints prepared by the following photographers: Bob's-Fayetteville, Ernest Brown, Louis Checkman, Dearborn-Masser, Bill Engdahl, Lionel Freedman, Alexandre George, Samuel Gottscho, Hedrich-Blessing, Howard Studio, Courtlandt V. D. Hubbard, Ulrich Meisel, Frank Lotz Miller, Joseph W. Molitor, Dick Nichols, Pictor, Reynolds Photography, Richard Shirk, Julius Shulman, Hugo Staccati, Ezra Stoller, Dean Stone, Roger Sturtevant, G. A. Tagney, Lawrence S. Williams, Wayne Wright.

INDEX OF PROJECTS

Health Centers

Carter County Health Center, Elizabethton, Tennessee
County Health Center, North Carolina
Hunterdon County Health Center, New Jersey
Health and Safety Center, Columbus, Ohio
Inyo County Library and Health Center, Bishop, California
Chestnut Lodge Therapy Building, Rockville, Maryland
Lankenau Hospital and Health Center, Philadelphia, Pennsylvania
East Bronx Hospital Center, New York City
Yeshiva University Hospital, New York City
Long Island Jewish Hospital, New York
American Hospital Association Headquarters, Chicago, Illinois

Religious Buildings

First Universalist Church, Chicago, Illinois
Grace Lutheran Church and School, Teaneck, New Jersey
First Presbyterian Church, Cottage Grove, Oregon
Baptist Community Center, San Mateo, California
Temple Emmanuel, Denver, Colorado
Hillel Center, Champaign, Illinois
Hillel Center, Evanston, Illinois
Lutheran Center, Ann Arbor, Michigan

Buildings for Industry

Back Bay Shopping Center, Boston, Massachusetts
Community Center, Hickory, North Carolina
State Farm Insurance Center, Bloomington, Illinois
Boilermakers Lodge, Portland, Oregon
General Motors Training Center, Omaha, Nebraska
Phoenix Life Insurance Headquarters, Hartford, Connecticut
North American Life and Casualty Building, Minneapolis, Minnesota
Lever House, New York City
Corning Glass Center, Corning, New York

Elementary Schools

Elementary School, Ardsley, New York
Parkside School, Riverside, Illinois
Memorial School, Manchester, Massachusetts
Stubbs Memorial School, Wilmington, Delaware
Elementary School, Sweeny, Texas

High Schools

Swift Junior High School, Watertown, Connecticut
Southeast High School, Wayne County, Ohio
High School, Hanover Park, New Jersey
High School, Norman, Oklahoma
Corbett Consolidated School, Wagener, South Carolina
High School, Kennett, Missouri
High School and Community College, Keokuk, Iowa

College Buildings

Student Center, Raleigh, North Carolina
Lutheran Center, Ann Arbor, Michigan
Hillel House, Champaign, Illinois
Hillel House, Evanston, Illinois
Student Union Building, Auburn, Alabama
Alumni House, Berkeley, California

Looking and Listening Buildings

Oberlin College Auditorium, Oberlin, Ohio
Speech Arts Building, Contra Mesa, California
Radio House, Oslo, Norway
Community Art Center, Fort Worth, Texas
Art Center, Fayetteville, Arkansas

Libraries

Henry Memorial Library, Seattle, Washington: see "Superstructure"
Public Library, Cincinnati, Ohio
Mercantile Library, Philadelphia, Pennsylvania
Pan-American Library, New York City
Ross Memorial Library, Denver, Colorado
Harmon Park Library, Phoenix, Arizona
Inyo County Library and Health Center, Bishop, California

Recreational Buildings

Mann Recreation Center, Philadelphia, Pennsylvania
Veterans' Memorial Building, Lapeer, Michigan
Mosswood Center, Oakland, California
Chinese Recreation Center, San Francisco, California
De La Warr Pavilion, Bexhill, England

Community Centers

International Center, Detroit, Michigan
Peoples Methodist Center, New Orleans, Louisiana
Community House, Smith Creek, Tennessee
Community Building, Bedford Park, Illinois
Holly Park Community Building, Seattle, Washington
Fort Brown Community Center, Brownsville, Texas

Buildings for Adult Education

Adult Education Foundation Building, Akron, Ohio
New School for Social Research, New York City
Kellogg Center for Continuing Education, East Lansing, Michigan
Georgia Center for Continuing Education, Athens, Georgia

Layout, typography, cover design:—Charles B. Harper

Printing:—Berman Printing Company, Cincinnati, Ohio

Copies of this book may be obtained from Adult Education Association, 743 North Wabash Avenue, Chicago 11, Illinois:—Price $2.00 each, postpaid.